

**IMPROVING THE SPEAKING SKILL OF GRADE VIII STUDENTS OF
SMPN 2 DEPOK THROUGH THE USE OF VIDEO CLIPS IN THE
ACADEMIC YEAR OF 2013/ 2014**

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of the

Degree of *Sarjana Pendidikan* in English Language Education



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YOGYAKARTA STATE UNIVERSITY

2014

APPROVAL

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Yogyakarta, 17 Januari 2014

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A Thesis

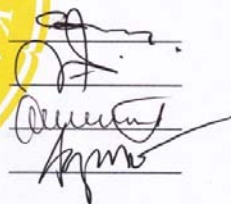
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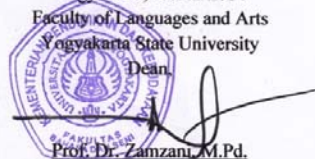
Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,
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Requirements for the Attainment of *Sarjana Pendidikan* Degree in English
Language Education.

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya sendiri, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 17 Januari 2014

Penulis



Gilang Alanferdika

MOTTOS

“It wasn’t raining when Noah built the ark.”

(Howard Ruff)

“The great fights with your strongest rivals are always the biggest motivation. When you win easily, it is not the same taste.”

(Valentino Rossi)

DEDICATIONS

I lovingly dedicate this thesis to:

My father and mother,

My brother,

And my friends

ACKNOWLEDGMENTS

Alhamdulillah, praise be to Allah SWT, the Almighty, for the mercy and strength so that the writer can finish this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace. In this opportunity, the writer would like to thank to all of those who have supported and guided him in the process of writing this thesis.

The first appreciation and thanks are due to the first and second consultants Dr. Drs. Agus Widyantoro and Nunik Sugesti, M.Hum. who have given their advice and guidance in the accomplishment of this thesis. Thanks are also due to his academic consultant, Siti Sudartini, S.Pd., M.A. and the lecturers of the English Education Department who have given knowledge to him. The writer would also like to thank the big family of SMPN 2 Depok, Sleman, who have permitted the writer as the researcher to carry out the research and who has worked collaboratively in doing the research. Many thanks go to the students of Class VIIID for their cooperation and collaborations, Kristin, S.Pd., the English teacher who had been the collaborator of the researcher during the research, the headmaster, and all teachers and staffs in SMPN 2 Depok for their kindness.

Special thanks go to the writer's wonderful parents (Didik Herdiman and Suprapti T.S.), and my younger brother (Galih Fajar Nurrachmat), who have given their prayers and support him to finish this thesis. The writer would also like to thank to his firends for the support.

The writer hopes that the thesis gives worthwhile contributions to the improvement of the English teaching and learning process. Finally, he realizes that this thesis is far from being perfect so that he welcomes any advice, criticisms, and comments.

Yogyakarta, 17th January 2014

The Writer

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ABSTRACT

The objective of this research was to improve the speaking skill of grade VIII students of SMPN 2 Depok in the academic year of 2013/ 2014. The study attempted to be one of the efforts to solve the problems related to the students' speaking skill through video clips.

The type of this research was action research. The steps of this research were reconnaissance, planning, conducting action and observation, and having reflection. The participants of the research were the researcher, the English teacher, and the students of Grade VIID of SMPN 2 Depok. There were two forms of the data in this study. They were qualitative and quantitative data. The qualitative data were obtained through conducting observations, interviews with the students and the English teacher, and making field notes of the teaching and learning process. Meanwhile, the quantitative data were obtained from the pre-test and post-test. Furthermore, this research applied theoretical and time triangulation to get trustworthiness. In addition, the validity of the data was obtained through democratic validity, outcome validity, catalytic validity, dialog validity and process validity.

This research showed some results. Firstly, the use of the video clips improved students' speaking skill. The students' improvement was supported by the progress of their mean score of the pre-test and the post-test. In the pre-test, the mean score was 68.98 while the mean score of the post-test was 73.28. These scores show that there was significant improvements made by the students. Secondly, the students were more active than before and made less noise during the lesson. Then, most of students showed positive behaviors toward the implementation of the video clips.

CHAPTER I

INTRODUCTION

A. Background to the Study

Speaking is one of the English skills that is very important to be taught very well. The English teacher and the students have to cooperate in order to make a good atmosphere during the teaching and learning process. There are also materials and teaching media that have to consider the factors that contribute in making the expected atmosphere. During his observation in Grade VIII students of SMP N2 Depok, the researcher identified some problems.

Speaking is one of the important English skills but it is not tested in final examination. Therefore, the teacher's attention to teach speaking effectively will be far less than other skills. This can be seen from the time allocation to teach speaking that is not as much as the other skills. The researcher also found that some of the students talked to one another while their teacher was explaining the lesson. Then, from the observation, it can be identified that a number of students had low self- confidence when they were asked to speak in front of the class. They did not know what to say and how to express their ideas in English. This happened because they lacked the knowledge of vocabulary, grammar, and pronunciation.

During the teaching and learning process, most of the students were unable to answer the question or afraid of sharing their answer with the class. There was also more speech by the teacher in explaining the materials. She seldom gave her students opportunities to be involved during the explanation, for example by asking her students some questions, asking her students to repeat after her to say new English expressions or new vocabularies. The speaking class was dominated by the presentation of theories.

There are also some teaching media in the school but most of them are visual media. There were not many audio and audiovisual media. The teacher also seldom used them in the teaching and learning process. She just used the materials from textbooks without using media.

The problems above showed up during the English teaching and learning process especially in speaking. Due to the circumstances in the speaking class, it is assumed that the students needed some implementations to improve their speaking skill effectively. Many researches have been conducted to overcome this problem. One of the solutions provided is using video clips. Harmer (2001: 282) says that when learning using videos, students not only listen to the language used by the speaker but also see the use of it. Video shows the use of expressions, gestures, and other visual clues when they are talking. This statement shows that using videos in teaching will help students to improve their language skills especially their speaking skill because it is not only

showing *what need to say* but it is also showing *how to say it* in particular situations. Video also affects students' attention span. Teaching speaking using videos will be more effective to catch students' attention than just listening to the teacher's speech for a longer time.

After considering the problems found and the advantages of using videos, the researcher found it necessary to conduct a research on improving students' speaking by using video clips. It is expected that it could help to improve students' motivation to learn the speaking skill.

B. Identification of the Problem

There are some problems found by the researcher during his observation. The problems found are related to the students, teachers' teaching method, and media used in the English class. The problems are as follow.

The first problems are related to the students. During his observation, the researcher found that some of the students did not pay attention to the teacher's explanation. The students from the back row made noises when the lesson in progress. They talked to each other while their teacher was explaining the lesson to them. The researcher also saw that some of the students just looking outside the class and there were students who just drew pictures or did homework from another subject. Then, from his observation, the researcher saw that a number of students had low self- confidence when they were asked to speak in front of the class. They did not know what to say and how to express their ideas in

English. This happened because they lacked the knowledge of vocabulary, grammar, and pronunciation.

The next problems are related to the method used by the English teacher. There was more speech by the teacher. The teacher was also more dominant in explaining the materials. She did not give her students opportunities to be involved during the explanation. The English teacher seldom asked some questions related to the materials to the students. She also seldom asked her students to repeat after her to say new vocabularies or English expressions. It showed that the teacher's method was still more teacher-centered than learner-centered. This caused boredom and the students could not pay their attention to the teacher for a long time, so the explanation was not effective. Then, the researcher also found that the speaking class was dominated by theories rather than practices to speak. When the students were asked to share ideas, they still had difficulties because they lacked of practices.

The last problem is related to the teaching media. Most of the teaching media found in the school are visual media. There are fewer audio or audiovisual media. The teacher also seldom used media in the teaching and learning process. She just explained the lesson using the textbook and it was clearly seen that her students felt bored during the lesson. This also affected the effectiveness of her teaching especially when the materials needed actual objects as the examples.

C. Limitation of the Problem

The researcher focused his research on improving the speaking skill of Grade VIII Students of SMP N2 Depok by using video clips.

D. Formulation of the Problem

Based on the identification of the problem and limitation of the problem, the researcher formulates the problem as follows:

How can the speaking skill of grade VIII students of SMP N2 Depok be improved by using video clips?

E. Objective of the Research

In relation with the formulation of the problem, this research was aimed at improving the speaking skill of grade VIII students of SMP N2 Depok by using video clips.

F. Significance of the Research

It is expected the result of the research can give contributions to the following parties.

1. The researcher

The result of the research can give the researcher clear and useful new knowledge in the implementation of video clips to improve students' speaking skill.

2. The English teacher

This study may be useful for teachers. They can use the results of this study to improve the quality of their teaching learning program, especially in improving the students' speaking skill.

3. Future researchers

This result may be able to provide some information for future researchers who want to conduct the similar research with the same focus.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Teaching language for Teenagers

Harmer (2001: 37) claims that teenagers tend to be unmotivated and uncooperative. They are also poor language learners but he clarifies that all of the comments about young children, teenagers, and adults can only be generalization. It depends on individual learner differences and motivation. He claims that the crucial thing of this age is that they search for individual identity and this search provides the key challenge for this group.

Anderson in Reymond (2010) gives some tips in teaching teenagers. He says that all teenagers are interested in pop songs and it will be effective to exploit that interest by bringing music and the feelings that can be expressed through songs in the classroom. He also says that teenagers like to be seen as cool and up-to-date, so brings in the topic of current interest of IT, sports, entertainment and media, and English speaking cultures that are personally relevant to young learners. There are many varieties of materials contained in videos such as music, story, songs, sport, etc. So, the Anderson' statement about the tips in teaching teenagers can be found in videos.

Moreover, Brown (2000: 87 - 90) argues that it takes a very special person to be able to teach children effectively. He also gives some guidelines to make the teaching learning process effective. First is the attention Span. Children are focused on the immediate here and now, activities should be designed to capture their immediate interest. A lesson needs a variety of activities to keep interest and attention alive. The next is sensory input. Classroom activities should involve auditory and visual styles. The last is Authentic Language. Children are focused on what this new language can actually be used for here and now. The teaching using videos allows the teacher to keep students' attention for a longer time because it provides audio and visual together and also contains authentic materials appropriate with the situations and conditions in the surrounding environment.

The statements above show us what factors that need to consider in teaching teenagers. In this research, the researcher chooses to implement his actions in the junior high school level, so he has to consider the curriculum in that level of education.

2. Teaching English for Junior High School Students

The English teaching and learning must have goals. The goals are divided based on the level of education. In setting the goals, the school has to consider the curriculum from the government. Nowadays, the curriculum used is School based curriculum. The curriculum is created based on the needs of the students.

Mulyasa(2008: 8) states that the school and the school committee develop the curriculum and its syllabus based on the foundation framework and the standard of graduate competency, under the supervision of the education department regency and religion department in charge of education.

The English teaching and learning in junior high schools should be based on standard of competence and basic competency as stated in the standard of graduation competency. Mulyasa (2008: 109) says that related to the school based curriculum, the national education department has prepared standard competency and basic competency for every subject, which is used as the guide for teachers in developing the syllabus in every school. The English teaching and learning in junior high school level is expected to create students that can comprehend and produce spoken or written texts in four language skills such as listening, speaking, reading, and writing in order to achieve the functional literacy level. The students also have to be able to comprehend and produce short functional texts, monologs and essays in the form of procedure, descriptive, recount, narrative, and report texts.

In this research, the researcher has to pay attention to the scope of the English teaching and learning in the junior high school level so that he can achieve the purpose of the teaching of English. These are the scopes of the English teaching and learning in junior high schools:

- a) The discourse ability. It is the ability to comprehend and produce oral and written texts realized in the four language skills such as listening, speaking, reading writing in an integrated manner to achieve the level of functional literacy.
- b) The ability to comprehend and produce a variety of functional text and monologues and short essays formed in procedure, descriptive, recount, narrative, and report.
- c) Supporting competencies. These competencies are consisted of linguistic competence, socio cultural competence, and discourse competence.

These are some factors related to curriculum in junior high schools. The researcher focuses his research on improving the students' speaking skill. Therefore, the next sub theories will show the explanation about speaking, which is important to help the researcher in preparing the research instruments.

3. Speaking

a. The Nature of Speaking

Rahman (2010:1) says that speaking is the mode of communication mostly often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Students need to speak well in their

personal lives, future workplaces, social interactions, and political endeavors. Brown and Yule in Richards (2008:21) make a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

Bailey and Savage in Celce-Murcia (2001:103) suggest speaking in a second and foreign language has often been viewed as the most demanding of the four skills. In order to communicate successfully, one needs to consider the relationship between the speaker and hearer. It can be said that to speak in another language one needs to understand linguistic competence.

b. The Aspects of Speaking Skill

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities, which often develop at different rates. These are the aspects of speaking skill that the learners have to master.

1) Fluency

Brown (2001: 169) states that fluency is achieved by allowing the “stream” of speech to “flow”. The speaker has to speak in an acceptable speed with details of phonology and grammar.

2) Accuracy

Brown (2001:268) states that accuracy is the ability to produce sentences using grammar and vocabulary. This competence is achieved by allowing the students to focus on the elements of phonology, grammar, and discourse in their spoken language. Accuracy is needed to speak fluently so it strengthens each other.

3) Vocabulary

One cannot communicate effectively or express their ideas both in the oral and written forms if they do not have sufficient vocabulary. Without vocabulary nothing can be conveyed. Nunan (2005:121) states that vocabulary is the collection of words that an individual knows. Sufficient vocabulary of common words can provide many advantages because it includes all common expressions, prepositions, linking words and common sequences.

4) Pronunciation

Pronunciation is the way speakers produce clear language when they speak. It includes the articulation of individual sounds, stress and intonation. Brown (2001: 271) states that the important characteristic of English pronunciation is the stress-timed rhythm of spoken English and its intonation

patterns. It means that the speaker has to give a clear message to the listener by producing clear language.

Speaking is one of the important skills that needs to be taught well. In teaching speaking there must be problems during the process that affect students' achievement. In this research, the researcher provides a solution to overcome the problems so that the students can improve their speaking skill. The solution provided is using video clips as stated by Harmer (2001: 282) that video shows the use of expressions, gestures, and other visual clues when people are talking.

4. Definition of Video

Newby (2000:102) states that video is the display of recorded pictures on a television-type screen. Any media that employs a cathode-ray screen to present a picture can be referred to as video. While Richard and Renandya (2002: 364) state that video is an extremely dense of medium, one that incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

Canning-Wilson in Cakir (2006: 69) also describes video, at the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Then,

Nugent (2005: 61) in Smaldino, Lowther, & Russell (2007: 310) says that the trend today is the delivery of video media as short, concise segments that teachers can assemble in a variety of ways to support a variety of utilization scenarios. Moreover, Richard in Renandya (2002) states that it is better to exploit a short (2-5 minutes) segment of video thoroughly and systematically rather than to play a long sequence that is likely to result in less active viewing on the part of your students. In this research, the researcher uses video clips as a short segment of video or a video that has been cut into several short segments with duration 2-5 minutes.

Smaldino, Lowther, & Russell (2007: 23) propose some criteria that are often used as guidance in media selection. They are content, purposes, appropriateness, cost, technical quality, circumstance of use, learner verification, and validation. They also suggest some general principles of media selection:

- 1) Media should be consistent with the objectives.
- 2) Use visual that are easy to prepare.
- 3) Enable students to see actual objects.
- 4) Allow one to draw or write key words during the lesson.

Moreover, Brown (2000: 144) suggests some types of technological aids that are commonly available to a language teacher. The suggestions are as follows.

- 1) Commercially produced videotapes. This is an option that some have found the use of close-captioned video to offer students written language input simultaneously with oral.
- 2) Self-made videotapes. You can record television programs. They need not be long or complex. Sometimes a very simple advertisements or a segment of news makes an excellent audiovisual stimulus for classroom work.

5. The advantages of Using Video

Baggett in Choi and Johnson (2005: 216-217) states that video has critical attribute in the ability of using both auditory and visual symbol systems. Learners can construct a mental representation of the semantic meaning of a story from either audio or visual information alone, but it appears that when they are presented together. Each source provides additional and complementary information that retains some of the characteristics of the symbol system of origin. He also says that information obtained visually was more memorable, based on her finding that summaries written a week after viewing a movie were judged to be more complete than those written a week after listening to the audio-only version. Kozma in Choi and Johnson (2005: 217) supports the fact that the visual component is memorable. He argues that simultaneous processing of auditory and visual information may aid learning. In addition, video might be superior for learning complex

skills because it can expose learners to problems, equipments, and events that cannot be easily demonstrated.

Another opinion comes from Wright in Cakir (2006: 67) saying that many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. Hemei in Cakir (2006: 68) suggests that video is well-liked by both students and teachers because it is a rich and valuable resource. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension.

Moreover, Harmer (2001: 282) gives the reasons why teachers have to use videos in the English teaching.

1) Seeing language-in-use

Students not only listen to the language used by speaker but also see the use of it. Videos show the speakers uses the expressions, gestures, and other visual clues when they are talking. Therefore, they can see the speakers' attention and their facial expressions are matched.

2) Cross cultural awareness

Students can see many things in videos such as food, peoples wear from different countries.

3) Motivation

When teachers give tasks as shown in videos, most students are interested in doing this. Since they can see and listen to the language used, their interests are increased.

From the statements above the researcher concludes that video is a kind of audio-visual media that one of the advantages is increasing students' motivation in the teaching and learning process.

In the next sub theory the resarcher discusses on how to use video in english speakg class. This theory will help the resarcher in preparing the class, the videos that will be used and the tasks for the students.

6. Teaching Speaking Using Videos

Teaching speaking using videos is not an easy matter. There are some factors need to be considered. Stempleski in Richard and Renandya (2002: 365) says that tudents may not understand the content of the video if it played once. This happens bacause the learners are non-native speakers so they cannot catch the content of the videos quickly. In order to make sure that the students understand the content

of the videos such as the situation, character, expression, it will be more effective to play the videos more than once.

He also suggests some activities in teaching using videos. They are previewing, viewing, and postviewing. These are the detailed explanation:

- 1) Previewing stage. In this stage, the teacher makes the students relate their background knowledge to the videos that will be viewed and stimulate interest in the topic. The teacher should also tell the students about what they are going to find such as expressions and vocabularies.
- 2) Viewing stage. This stage allows the students to view the videos and find out the factual information or the language used in particular situations. The viewing sections should be repeated for several times until the students catch the content of the videos so that they can answer the questions given or the vocabularies they are searching.
- 3) Postviewing stage. In this stage, the students practice some particular language points in the videos. There are many postviewing activities that can be done by the students such as discussion, role-play, writing activities and related reading.

In teaching speaking to junior high school students, teachers show video to make students interested and more creative to speak in English so there will be some preparation from the teacher. To improve the students speaking' ability, it needs innovation and creation to motivate them while learning the speaking skill. Therefore, the researcher needs to prepare the material and media that can help him in teaching. After the preparation, he also has to pay attention to the steps in teaching by using videos. Based on the theories above, the researcher firstly has to relate students' background knowledge to what materials that will be discussed. He should also stimulate students' motivation on the materials by giving some questions.

After that, the video will be presented to the students. The teacher gives explanations on what the students need to do or find in the video. The video will be played for several times until the entire students find the expected answers. Then, give the students different videos and different tasks, which are based on the videos. The activities that will be given to the students can be individual, pair, group tasks.

The last activities will be performances by the students. The teacher will ask the students to perform activities. The teacher will pay attention on their performance to see their understanding on the materials.

Those are the steps in teaching using videos. The complete steps of the teaching and learning process will be presented in the lesson plan.

B. Relevant Research Studies

There are researches discussing on the effects of video on the English teaching. The researches inspire the researcher to do the same research about video in the teaching and learning.

1. Hee Jun Choi and Scott D. Johnson (2005) conducted a research entitled 'The Effect of Video-Context Based Instruction on Learning and Motivation in Online Course'. The purpose of the study was to investigate the potential of a constructivist approach to context-based video instruction for enhancing learning. To achieve this purpose, the authors examined whether video-based instruction that was developed using constructivist theory can affect student learning (i.e., comprehension and retention) and motivation (i.e., attention, relevance, confidence, and satisfaction) by comparing learners' perceptions of both video-based instruction and traditional text-based instruction in an online context-based lesson. In their research, they find some advantages of using video in the teaching and learning. They are
 - a. The learners can effectively figure out the key points after viewing videos.

- b. The learners are able to see a live audience in video clips.
 - c. The learners can see concrete examples and non-examples. They served a good purpose of reinforcing learners' understanding in a way.
 - d. There is a significant difference in learners 'motivation in terms of attention between the video-based instruction and traditional text-based instruction. In addition, the learners respond that the video-based instruction is more memorable than the traditional text-based instruction in the online context-based learning situation.
2. Edna Bravo, Beatriz Amante, Pep Simo, Mihaela Enache, Vicenc Fernandez (2008) conducted a research entitled 'Video as A New Teaching Tool to Increase Students' Motivation'. The purpose of the study was to explore the results of the use of videos as an educational tool, which helps increase students' motivation in any discipline. The results of the research are
- a. The videos captured students' interest. They could watch various social psychology experiments and interviews with world-renowned psychologists that enabled them complementing the theoretical concepts of organizational behavior presented in class.
 - b. The use of videos allow students to rewind and to set the pace of their self-learning.

- c. The use of videos allowed lecturers supplementing the course sections that were more complicated and used to cause students a lot of problems.
- d. Written document can be replaced by a series of very short videos.
- e. Videos allowed explaining efficiently.
- f. "A picture is worth a thousand words; a video is worth a thousand pictures, so, from this point of view, a video is worth a million words."The use of video prior to the class session generate fewer doubts from students.
- g. The lecturer replaces the classic text instructions by low cost educational videos so that students can better understand from the begging the simulation problems to be solved.

C. Conceptual Framework

Based on the literature review above, teaching English speaking to teenagers is different from that to adults. In teaching to teenagers, the teacher has to consider many things in order to make the class more interesting. However, from the early observation the researcher found some problems related to speaking in Grade VIII students of SMP N2 Depok.

In his observation, the researcher identified that some students had low self- confidence when they asked to speak in front of the class. They

did not know what to say and how to express their ideas in English. This happened because they lacked the knowledge of vocabulary, grammar, and pronunciation.

Then, the researcher found that there was more speech by the teacher in explaining the materials than authentic examples to the students. She did not give her students opportunities to be involved during the explanation. The English teacher seldom asked some questions related to the materials to the students. She also seldom asked her students to repeat after her to say new vocabularies or English expressions. It showed that the teacher's method was still more teacher-centered than learner-centered. This caused boredom and the students could not pay their attention to the teacher for a long time.

The English teacher could also not maximize the use teaching media. The teacher seldom used them in explaining the lesson or the activities. These caused boredom among the students because there was less variety of the media used in the class. These problems showed how important the use of instructional media was in motivating the students to learn actively.

There are many ways to increase students' speaking skill. In this research, the researcher chose video clips as the media to improve students' speaking skill. He chose video because it was a memorable device. Then, video is well-liked by both students and teachers because it is a rich and valuable resource. Students like it because video presentations

are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. It is also more enjoyable than learning only by hearing teacher's explanation. So the teacher can keep students' attention for a longer time. Videos also show how the language is used and what needs to say in particular situations.

Seeing the fact that the students need a solution to improve their speaking skill, the researcher conducts a research using video clips to improve the speaking skill of grade VIII students of SMPN 2 Depok.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Type

The type of the research is action research. According to Burns (1994; 293) as quoted by Burns (1999; 30), action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen. Action research type consists of several steps. They are determining the thematic-concern reconnaissance, planning the actions, implementing the actions, and reflection. This figure shows us how action research works.

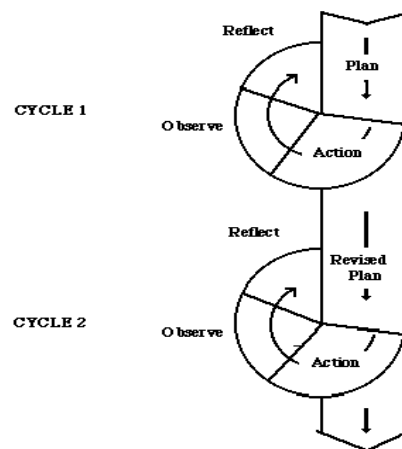


Figure 2. The action research cycles by Burns (1999:30)

B. Research Setting

The research was conducted in SMP N2 Depok, Jl. Dahlia, Perumnas Condongcatur, Sleman, Yogyakarta. The school has 12 classrooms, a headmaster room, a teacher room, a library, science and computer laboratories, School Health Centre, an OSIS room, a mosque, and canteen.

Each grade consists of 35 students except one class in grade IX that consists of 37 students. So, the total of the students from grade VII to grade IX are 439 students. The 439 students consist of 203 male students and 236 female students. English is taught from grade vii to grade IX. The allocation time for each grade is 24 hours per week. There are media found in the school but the teacherS seldom using them while they are teaching.

C. Subjects of the Research

The subjects of the research were the English teacher and grade VIII students of SMP N2 Depok in the academic year of 2012/ 2013.

D. Instrument of the Research

The main instrument of the research were the researcher himself who did the observation, planning, implementation, evaluation, reflection and made the report. Besides, he used pre-test and post-test, observation, in-depth interview, and some photographs during the actions.

E. Time of the Research

The research was conducted in the first semester of the academic year of 2013/ 2014 from 25th September 2014 until 25th October 2013.

F. Data Collection

The research data were qualitative and quantitative data. The researcher collected the qualitative data from field notes, observation, and interviews.

1. Observation

The observation was conducted to know what happened in the classroom when the action was done. The result of the observation was used to get information for supervising and inspection on the next plan. In this case, the observation was reported in the form of field note. It described what happened in the classroom. The description was the implementation of using video clips to improve the students' speaking skill.

2. Interview guideline

The interview guideline helped the researcher in conducting an interview with the students and the collaborator so that the interview was in the right procedure and the researcher could keep the context. The interview itself was conducted at the end of each meeting. The researcher asked the English teacher about her opinion and comment of video used, video presentation, teaching and learning process, tasks,

and students' attitudes. He also asked the students for their opinions and comments about the video used, video presentation, tasks, and their responses for the videos. The data from the interview were in the form of interview transcripts.

3. Photograph

The class observation was also provided with the photograph taken during the teaching and learning process of reading. The photograph was one of the references to support the notes about what happened.

In collecting quantitative data, the researcher used tests to collect them. The tests were conducted before the actions (pre-test) and after the actions (post-test). The data were in the form of students' score. The scores from the pre-test were compared with the scores from the post-test in order to see the students' speaking achievement before conducting the research and after conducting the research. The speaking aspects that were used in determining the students' speaking achievement were pronunciation, accuracy, vocabulary, and fluency.

G. Research Procedures

a. Determining the thematic-concern reconnaissance

The researcher found out the information about the teaching and learning process by doing observation and conduct in-depth interview

to the students and English teachers. From the discussion and observation, the researcher found the problems needed to be solved.

b. Planning the action

After deciding the thematic problem, the researcher and the collaborator planned some actions. The planned action was improving the speaking skill of grade VIII students of SMPN 2 Depok by using video clips and the researcher also used some accompanying actions.

c. Implementation

Before the actions, the researcher did a pre-test to measure students' speaking achievement before the research. After that, the actions were implemented in two cycles. In each cycle, the students were given materials using video clips. The video clips contained materials based on the standard of competency and basic competency of the school. The researcher did a post-test to measure the speaking skill after the actions, and then with the English teacher analyzed the actions to find out the strengths and weaknesses.

d. Reflection

Based on the observations, interviews, and tests, the involved members evaluated the result of the actions by discussing the success of the actions as well as problems happening in the classroom during the

actions. The results of the first cycle were used as the reference for the researcher and the collaborator in preparing the next cycle.

H. Data Analysis

1. Data Analysis Technique

The data were qualitative and quantitative. The qualitative data analysis mostly deals with language or words than with numbers. The steps are explained below.

- a. Firstly, the researcher observed the data from the field notes and interviews. From these items, the researcher analyzed the opinion, performance, and the result of the research. Then, the researcher and the collaborator shared their opinions and ideas to avoid subjectivity in analyzing data. Then he selected, limited and simplified the data in order to produce the data is that suitable with the research topic. This process is called reducing data.
- b. The data that have been reduced were organized and compared. The data were described in the form of text and supported by a table to get an understandable result. This process is called displaying data.
- c. The last is conclusion. The researcher verified the conclusion with the research collaborator in order to get good conclusions.

Considering the quantitative data, the researcher used the pre-test and post-test. The data were analyzed using t-test to describe the improvement of the speaking skill made by the students after the actions.

2. Validity

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic and dialogic validity. Burns (1999:161-163) has proposed some criteria to fulfill the validity of the research as follows:

- a. Democratic validity means that the research is truly collaborative. The researcher asked the English teacher to be his collaborator in conducting this research. The English teacher accompanied him in the process of the research. She gave her ideas, suggestions and comments about the planning, implementation, and evaluation in order to get another perspective. The students were also asked to share their thoughts and gave some suggestions and comments about the research progress.
- b. Outcome validity means that the actions study leads to the successful resolution of the problems. The researcher provided the genuine data of his research as the evidence.
- c. Process validity talks about the process of conducting the research. The researcher fulfilled the process validity by planning,

implementing, and revising the actions. It means that in the research process, the researcher modified his actions if the data collected have not answered the research questions.

- d. Catalytic validity means that the research participants are moved to take actions in order to deepen their understanding of the research. The researcher fulfilled the validity by monitoring the understanding of the research participants by giving them questions in order to get some feedback to his research study.
- e. Dialogic validity involves a dialogue with others about the research findings. The researcher fulfilled the dialogic validity by having discussions with the first and second consultant about his research findings.

To improve the data validity, the researcher used the time triangulation and the theoretical triangulation. In the time of triangulation, the data were collected in a period of time to make sure that the data were not incidental data. Meanwhile, in theoretical triangulation, the data of the students' speaking skills were analyzed from many theories.

CHAPTER IV

RESEARCH FINDINGS AND CONCLUSIONS

This chapter presents matters concerning research findings and discussions. These are presented in three headings: research procedure and finding, the implementation of the action and discussion, and the result of pre-test and post-test on the students' speaking skills.

A. Research Findings

To give a clear understanding about the research process, the descriptions of the steps in action research are presented as follows:

1. Reconnaissance

The research process began with the formulation of the problem. The researcher conducted observations and interview with the English teacher and the students. The observation was done among Grade VIII D students of SMP N2 Depok.

2. Identification of The Problems

From the observation and interview, it could be identified that there were problems in the teaching and learning process at Grade VIII D SMP N2 Depok. The problems were related to both the English teacher and the students. To make it easier to analyze, the researcher presented the problems in the following table.

Table 1: The identified problems found in Grade VIII of SMP N2 Depok.

Problems	Indicators
Some of the students had low motivation	<p>The students from the back row made noises when the lesson in progress. They talked to each other while their teacher was explaining the lesson to them.</p> <p>Some of the students just looked outside the class and there were students who just drew pictures or doing homework of another subject.</p>
A number of students had low self- confidence.	The students refused to speak in front of the class.
Teacher's method was still more teacher-centered than learner-centered	<p>The teacher was more dominant in explaining the materials.</p> <p>The English teacher seldom asked some questions related to the materials to the students.</p> <p>She also seldom asked her students to repeat after her of how to say new vocabularies or English expressions</p>
The materials used were monotonous	<p>The teacher seldom used media in the teaching and learning process.</p> <p>She just explained the lesson by using the textbook</p>
The students lacked the knowledge of vocabulary, grammar, and pronunciation	They did not know what to say and how to express their ideas in English.

From the identified problems above, the researcher and the English teacher then decided some crucial problems manageable to solve. The problems are students' low motivation, low self- confidence, lack of knowledge of vocabulary, grammar and pronunciation, monotonous materials, and often made noises during the lesson.

3. Research Problems

After finding the field problems, the researcher and the English teacher had discussions to figure out the manageable problems to be solved. Some of the students did not pay attention to the teacher's explanation. The students at the back row made noises when the lesson was in progress. They talked to each other while the teacher was explaining the lesson to them. Then, from the observation, it can be identified that a number of students had low self- confidence when they were asked to speak in front of the class. They did not know what to say and how to express their ideas in English. This happened because the students lacked the knowledge of vocabulary, grammar, and pronunciation from the students. The next is that the material used by the English teacher was monotonous. She seldom used teaching media in teaching and learning process. She just explained the lesson using the textbook and it was clearly seen that her students felt bored during the lesson.

Those problems are mostly related to the speaking skill. So, the researcher needed to solve the problems in order to give a reference or

guidance to the English teacher to make a good atmosphere in the teaching and learning process of speaking.

4. Determining the Actions to Solve the Field Problems

After the researcher and the English teacher discussed the most important problems to be solved, the researcher and the English teacher agreed that those problems were related to the teaching and learning process of speaking. Then, the researcher and the English teacher looked for the appropriate way to overcome the problems.

At the first time, the researcher proposed video clips to improve students speaking skill to be used in the actions. The English teacher agreed with the researcher suggestions. The use of the video clips in the teaching and learning process was new for them so it was expected that the students would enjoy it.

This research also focused on the observation of the first meeting of the actions and take a look at the pre-test result before went further to talk about the problems. From the observation and the pre-test, the researcher noted that the students often made mistakes in pronouncing some words. Besides, they were less active and still nervous when asked to speak in front of the class.

Talking about the problems found in the field, the researcher and the English teacher concerned the problems related to the speaking skill. The problems needed to be solved are presented below.

- a. Students' low motivation
- b. Students' low self- confidence
- c. Students' lack of knowledge of vocabulary, grammar, and pronunciation
- d. Monotonous materials
- e. Made noises during the lesson.

Based on the problems mentioned above, the plans of the actions were expected to be able to improve the situations in order to meet the following objectives.

- a. Students became motivated
- b. Students had self confidence
- c. Students had sufficient knowledge of vocabulary, grammar, and pronunciation
- d. Students would reduce noises during the lesson

5. Action Plans

The researcher tried to solve the problems by using some steps. The first step was writing a course grid. The course grid consisted of standard of competence, basic competence, indicators, learning materials, learning activities, and teaching media. The basic competency for Cycle 1 was about recount text. Cycle 1 was conducted in two meetings. The basic competence for Cycle 2 was about descriptive text. Cycle 2 was conducted in two meetings. The media used consisted of video clips, pictures, hand

out and printed materials. The researcher used video clips in each meeting to improve the students' speaking skill. The next step is writing the lesson plans. There were four meetings, so the researcher made four lesson plans. All of the elements in the lesson plan were based on the course grid. The teaching method that used was PPP (Presentation Practice Production) method.

B. The Implementations of The Actions and Discussions

1. The Implementation of Cycle I

a. Plans of Cycle I

In this planning session, the researcher determined the form of the pre-test and the video clips which would be used in Cycle I. Then, he designed the assessment instruments, the lesson plans, and the materials. After that, the researcher and the English teacher discussed whether the lesson plans suited the syllabus or not. The pre-test designed was in the form of monologue. The students were required to perform their monologue in front of the class while the researcher and the English teacher were recording their performance by using the rating scale. The pre-test was aimed at gathering the information of the students' current speaking proficiency. The action plans of the first cycle that would be performed were

- 1) Using video clips to improve students' motivation and speaking skill

- 2) Improving students' English vocabulary by identifying the meaning of new words
- 3) Giving rewards to improve their motivation

These actions enabled the students to improve their motivation to improve their speaking skill. Video clip was chosen because it was an attractive medium and teenagers often liked videos. The efforts of using video clips in the speaking teaching and learning process were described as follows.

- 1) Using video clips to improve motivation and speaking skill.

Video is well-liked by both students and teachers because it is a rich and valuable resource. Students like it because video presentation are interesting, challenging, and stimulating to watch. Video is good for improving student's motivation. They are usually interested with the task shown in the video or the task whose answer is presented in the video. So in this research, the researcher would use video clips in each meeting of the cycles. The videos would be used to present the materials. The task would also be based on the video clips.

- 2) Improving students' English vocabulary by identifying the meanings of new words

The researcher would try to improve the English vocabulary by identifying the meaning of new words. The

vocabularies would be taken from the video clips and the students would find the meaning of them and tried to pronounce them correctly. The teacher would help the students if they had difficulties.

3) Giving rewards to improve motivations

The problems of motivation are very important in the teaching and learning process. In order to overcome these problems, the researcher and the English teacher would consider any solutions needed. One of the solutions was giving rewards. The reward here was the teacher said “Good!”, “Great!”, or “Good Job” if there were students who did the task correctly or answer the questions correctly. It was expected that the students’ motivation would be improved significantly.

b. Actions and Observations in Cycle I

The pre-test was carried on 25th September, 2013. The implementation of the actions in Cycle I was conducted in two meetings. The meetings were conducted on Tuesday 1st October, 2013 and 3rd October, 2013. Based on the discussion between the English teacher and the researcher, the theme for the Cycle I was “Holiday”. The researcher implemented the actions, while the English teacher as

the collaborator took some notes on what happened during the teaching and learning process.

In the first meeting the researcher used the video clips as the resource of the materials besides printed materials. The video clips were used to give an example of recount text and was used as a video based task. At the beginning of the lesson, the researcher gave a short explanation about recount texts. Then, he played the video as the example. The video clips were also played again in the task 1. The main focus of the first meeting was to give the students an understanding about the structure of recount texts.

In the second meeting, the researcher focused more on the simple past tense. This action was implemented because it was found that some of the students were still confused with using simple past tense. The video clip was still as the main media in the second meeting. The researcher used the media to explain the material and as the media to give tasks to the students.

The students' speaking skill was assessed based on their performance in speaking and what the assessor observed. The assessors were the researcher and the English teacher who assessed different students by using the same assessment instruments. The assessment was completed during the performance so that it could avoid time wasting and the data gained would be more accurate.

Related to the efforts which were implemented in this cycle, the following discussions are presented.

- 1) Using video clips to improve students motivation and speaking skill

Video clip is one of the teaching media which is very useful to be used in the teaching and learning process. Kozma in Choi and Johnson (2005: 217) supports the fact that the visual component is memorable. He argues that simultaneous processing of auditory and visual information may aid learning. In addition, video might be superior for learning complex skills because it can expose learners to problems and events that cannot be easily demonstrated. Video can also stimulate students' motivation because it is well liked by students. In his research, the researcher used the video clips as the media to present the materials and as the examples of the materials being discussed. He also gave the tasks from the video clips. The tasks were answering short questions based on the video and learning new vocabularies found in the video.

At the beginning of the lesson, the researcher who acted as the teacher gave explanations about the materials which is recount text. He also asked some students about the materials being discussed. After that he gave the example of recount text by using video clips. He explained the materials using the video to get better understanding from the students. The students seemed enthusiastic

to see the video. Then the students did a task formed in short questions about what they saw on the video. Most of the students answered the questions correctly even though there were still students who did not gave the correct answer.

Based on the observation and the interview with the English teacher, the students of Grade VIIID SMP N2 Depok were often made noise during the lesson and it was not easy to control them.

During the teaching and learning process especially when the students watched the video, they seemed enthusiastic to watch and did the task correctly. They also did not make noises or talk to each other anymore.

Video diputar dua kali. Semua siswa terlihat antusias dan memperhatikan video yang diputar. Suasana kelas tenang selama pemutaran video dan seluruh kelas menyimak dengan baik isi dari video sembari mendengarkan penjelasan dari peneliti.

(The video was played twice. The students seemed enthusiastic and paid attention to the video and the teacher's explanation.)

(Field notes 1, 1st October, 2013)

R :*Bagaimana rasanya belajar menggunakan video?* (How was learning using video?)

S2 :*Senang, karena bisa nonton sambil belajar* It's fun, because we can watched and learn at the same time)

S1 :*Suka, karena tidak pernah sebelumnya* (Its 'fun, because it has never been before)

R :*Apakah video membantu memahami materi?* (Did it help you understand the material?)

S1 :*Lumayan, tapi ada kata yang tidak dipahami* (Yes, but there were words I could not understand)

S2 :*Membantu, jadi tahu urutan membuat teks recount* (Yes, it did, we can know the sequence of making recount texts)

(Interview 3, 3rd October, 2013)

R :*Bagaimana rasanya belajar menggunakan video?* (How was learning by using video?)

S1 :*Senang, belum pernah sebelumnya* (it was fun because we have never done it before)

S2 :*Suka, karena bisa nonton* (I like because I can watch video)

S3 :*Suka, tapi masih suka bingung karena banyak kata yang tidak paham* (Like, but still got confused because of the lack of vocabulary)

R :*Apakah video membantu memahami materi?* (Did it help you understand the material?)

S1 :*Membantu, soalnya diperlihatkan urutannya* (it helped because the video showed the sequence)

S2 :*Lumayan* (quite helpful)

S3 :*Lumayan walau tetap susah* (quite helpful although it was still difficult)

(Interview 4, 3rd October, 2013)

R :*Apakah video tersebut berpengaruh pada kemampuan berbicara siswa?* (Did the video affect on the students' speaking skill)

T :*Kalau perilaku dalam mengikuti pelajaran sudah lebih tenang dan terlihat lebih senang kalau kemampuan speaking masih belum terlihat* (It affected students' attitude, but it was too early to measure the speaking skill)

(Interview 2, 3rd October, 2013)

Based on the findings above, it can be concluded that the students were more motivated and enthusiastic to learn English when they watched video clips although it was too early to say that the video improved the students' speaking skill.

2) Improving students' English vocabulary by identifying the meanings of new words

Vocabulary mastery is very important in learning English because if the students do not have sufficient knowledge they will get difficulties to understand the meanings of spoken or written English discourses. The vocabulary mastery is also one of the issues found in the field that needs to be solved. The researcher tried to overcome this problem by giving the students exercises about new vocabularies found in the video or vocabularies related to the theme. After watching the video, the students had to do the exercise. They had to find the meaning of words and tried to find on how to spell the words correctly. The teacher also helped the students by giving feedback when they made mistakes in pronouncing the words.

From the observation before the first actions, the researcher found that many students still mispronounced some words and their vocabulary mastery was still low. It was very early to measure the progress made by the students but this treatment was also very helpful for the students to enrich their vocabularies.

R :*Apakah soal mencari makna kata berguna untuk memperbaiki kosa kata siswa Bu?* (Were the tasks useful for the students?)

T :*Tentu membantu tapi kan baru dimulai jadi belum terlihat hasilnya* (Of course, but it was too early to see the result)

(Interview 2, 3rd October, 2013)

Although there was an improvement made by the students on their vocabulary, some of the students still mispronounced some English words and it was really disturbing.

Beberapa siswa bingung untuk mengucapkan angka. Mereka juga kesulitan mengucapkan beberapa kata dalam Bahasa Inggris”Pak, angka ini bacanya bagaimana ya?” tanya salah satu siswa; “Pak tulisan sama bacanya kok lain ya, jadi susah” kata siswa lainnya.

(Some of the students were confused to pronounce numbers in English. They often asked the teacher. They were also confused to pronounce some English words. “Sir, how should we pronounce this number?” asked one student; “Sir, I get difficulties because it was different between the written form and how to spell it” said another student.)

(Filed Notes 1, 1st October, 2013)

3) Giving rewards to improve motivations

The problem of motivation is very important in the teaching and learning process. In order to overcome this problem, the researcher and the English teacher would consider any solutions needed. One of the solutions is by giving rewards. The reward here is the teacher said “Good!”, “Great!”, or “Good Job” when there were students who did the task correctly or answer the questions correctly. This treatment seems successful to improve the students’ motivation. They seemed happy when they did the task correctly

and when their friends gave applause to them. It indicated that they started to enjoy the class. This situation can be seen from the field notes and the interview below.

R : *Kalau memotivasi siswa dengan memberi applause atau pujian ada pengaruhnya tidak bu?* (Did the compliment and applause affect student's motivation?)

T : *Tentu ada mas, siswanya terlihat senang* (Of course, they seemed happy)

R : *Oh begitu, terima kasih Bu.* (Ok, Thank you)

(Interview 2, 3rd October, 2013)

Guru menunjuk salah satu siswa untuk mengucapkan kosa kata batu dalam soal. Setelah siswa mengucapkan kosa kata baru dengan benar, Guru memberi pujian seperti "Good Job, Adam!" siswa terlihat senang sambil tersenyum. Respon yang sama juga diperlihatkan siswa yang lain.

(The teacher asked one of the students to pronounce the words and when the students whose name was Adam did correctly, he said "Good Job, Adam!" The students seemed happy to hear that and gave a smile. The other students also showed the same responses.)

(Field Notes 1, 1st October, 2013)

Saat siswa selesai berbicara peneliti memberikan pujian berupa kata "Nice, Hafizah", "Good work Bobby!" dan meminta kelas memberi applause kepada yang berani maju ke depan. Siswa yang menerima dukungan terlihat senang dan ada yang tertawa. Suasana kelas pun terlihat lebih rileks.

(The researcher complimented the students who did the job correctly and asked the class to give applause. The students were happy and the whole class felt more relaxed)

(Field Notes 2, 3rd October, 2013)

In summary from the goal of improving students' speaking skill through the use of video clips in grade VIII D students of

SMPN 2 Depok, there were some corrections needed in some points such grammar, vocabulary mastery, and pronunciation. Some students seemed to have difficulties in those points.

c. Reflection of Cycle I

After implementing the actions, the researcher and the English teacher as the research collaborator reflected on the actions that had been done in order to evaluate the actions. The discussion was done based on the observation in the teaching and learning process of speaking, the students' and the collaborator opinions. Those research members discussed the problems, and the solution in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

1) Using video clips to improve motivation and speaking skill.

Students like video because its presentations are interesting, challenging, and stimulating to watch. Video is good for improving students' motivation. Students are usually interested in the task shown in the video or the task whose answer is presented in the video. The researcher used video clips in each meeting of Cycle 1. The videos were used to present the materials or as the task based on the videos. The students seemed to enjoy the teaching and learning process. At the first observation, the researcher found that some of the students seemed uninterested in learning English. They

often made noises during the lesson and did not pay attention to what was being discussed. After the implementation of the video clips in the English speaking class, the students seemed enthusiastic to watch the video and pay attention to the teacher's explanation. Most of them also did the task correctly. They did not make noises or talk to each other anymore. This action was successful to increase students' motivation, though it was too early to measure the students' improvement in their speaking skill. In order to achieve the goal to improve the speaking skill, the researcher would use video clips in the next cycle but would also include group activities to stimulate the students' self-confidence because it was found that they were afraid of sharing ideas in front of the class.

Setelah beberapa saat peneliti meminta siswa untuk menyampaikan pengalaman liburan mereka di depan kelas. Peneliti berkata "Ada yang mau menyampaikan hasilnya di depan kelas?". Tidak ada siswa yang mau menyampaikan hasilnya secara suka rela sampai peneliti menunjuk siswa. Mereka terlihat kurang percaya diri karena saat peneliti menunjuk siswa pun, siswa tersebut malah menunjuk siswa yang lain "Jangan saya ya pak, lain saja, hehe". Begitupun siswa yang lain, mereka terlihat malu-malu untuk berbicara di depan kelas.

(After a few moments the researcher asked the students to share their experience in front of the class, but there were no students who wanted to perform voluntarily. They were afraid and not confident to speak English. "I am not ready yet, sir, please ask the other, hehe".)

(Field Notes 1, 1st October, 2013)

2) Improving students' English vocabulary by identifying the meaning of new words

The researcher tried to improve the English vocabulary by using pronunciation activities. The vocabularies were taken from the video clips and the students should find the meaning of them and tried to pronounce them correctly. The teacher also helped the students to find the meaning of the difficult words and asked the students to pronounce the words by repeating what the teacher said. The words that had been used were the words from the videos and the words that were still relevant to the theme. By doing this action, the students' vocabulary mastery increased little by little and their pronunciation also improved though there were some students who still had difficulties in pronouncing some words. In the next cycle, the researcher would still apply this action. Besides, he would give feedback to the students directly when they misspelled some words. By doing these actions, it was expected that the students' vocabulary would be improved and there would be no more mispronunciation by the students.

3) Giving rewards to improve motivations

Giving rewards also one of the actions that the researcher did to improve the students' motivation. The reward here is the teacher said "Good!", "Great!", "Good Job" or by giving applause

to those who did the task correctly. This treatment seemed successful to improve the students' motivation. They seemed happy when they did the task correctly and when their friends gave applause to them. It indicated that they started to enjoy the class. In the next cycle, the researcher would try to use this treatment once more, but he would give the rewards to those who wanted to be a volunteer to do the task in front of the class. Hopefully, the students would be more motivated when they asked to perform in front of the class.

d. Findings of Cycle I

According to what the researcher had planned, acted, observed, and reflected in Cycle I, the researcher came to the following findings. Using video clips to improve students' motivation was successful. They became enthusiastic to learn English and made less noise during the teaching and learning process of speaking.

Improving the students' vocabulary mastery is one of the targets to achieve. Based on the observation, the students' vocabulary mastery also improved though not significantly. Some of the students still had difficulties to make a paragraph just because they lacked vocabulary.

Giving rewards to the students' performance was also successful to improve their motivation. They seemed happy and

sometimes looked smiled when they got attention from the teacher or his/ her friends.

Based on the reflections and the findings of Cycle I there were still problems to be solved. Students' self-confidence to speak in front of the class, grammar and pronunciation still needed treatment to improve.

2. The Implementation of Cycle II

a. Plan of Cycle II

According to the evaluation and recommendation for Cycle I, the researcher and the English teacher planned some efforts to do as the actions on improving the students' speaking skill of grade VIID students of SMP N2 Depok.

Based on the discussions with the English teacher, the action plans of the first cycle that would be performed were presented below.

- 1) Improving students' speaking skill and motivation by using video clips
- 2) Improving students' self-confidence by using group work activity
- 3) Giving rewards to the students who wants to perform voluntary to improve motivation
- 4) Giving feedback on students' grammar and pronunciation errors

In order to solve the problems, the researcher and the collaborator still used mostly similar activities as used in Cycle I such

as using video clips, giving rewards, and doing pronunciation activities. Besides, there were new actions such as group activities that were added to Cycle II. Those efforts were described as follows:

- 1) Using video clips to improve students' speaking skill and motivation

The use of video clips was very helpful in improving the students' motivation. The students became more enthusiastic in the learning process and also made less noise. They felt that video clips helped them to understand the materials better. In Cycle II, the researcher still used video clips to improve the students' motivation and speaking skill. The activities were the same as those in Cycle I. The researcher and the collaborator used the same activities because they felt that it improved the students' speaking skill although it was too early to see the significant improvement.

- 2) Improving students' self-confidence by using group work activity

Students' self-confidence was also one of the issues that needed to be solved in the Cycle II because based on the observation it was seen that they still lacked confidence when asked to perform in front of the class. In order to solve this problem, the researcher and The English teacher tried to implement group activities. These activities were chosen because they usually felt comfortable and confident when they did tasks together.

- 3) Giving rewards to the students who wants to perform voluntary to improve motivation

In the Cycle I the researcher already applied giving rewards to improve students' motivation and involvement during the lesson. This action also was used in the Cycle II. However, in this cycle, the researcher only gave the rewards to the students who wanted to perform voluntarily. In the first cycle, this action was successful to improve the students' motivation and involvement during the teaching and learning process.

- 4) Giving feedback on students' grammar and pronunciation

In the first cycle, the researcher tried to improve the students' vocabulary mastery by giving them activities of finding the meaning of words. This activity helped the students to enrich their vocabulary. Other problems were showed such as mispronunciation and grammatical errors. Some of the students often mispronounce some words and made grammar errors. In Cycle II, the researcher used the same activity as that in Cycle I. But, in this section he gave the feedback directly when this problem showed up. It was expected that the students would remember the explanation when they were explained about the errors just after they made them.

Table 2: The Comparison of the Actions of Cycle I and Cycle II

CYCLE I	CYCLE II
Using video clips to improve students self- confidence and speaking skill	Using video clips to improve students' speaking skill and motivation
Improving students' English vocabulary	Improving students' English vocabulary by giving direct feedback on the students' pronunciation and grammatical errors.
Giving rewards to improve motivation	Giving rewards to the students who wanted to perform voluntarily to improve the motivation
	Improving students' self-confidence by using group work activity

b. Actions and Observations of Cycle II

After the discussions from the researcher and the English teacher, there were some problems that were still found during the speaking teaching and learning process. In order to solve the problems, the research team member planned some actions. The actions used were the same as the actions in Cycle I with some additional actions.

In Cycle II, the researcher did it in two meetings. The first meeting was held on 16th October, 2013 and the second meeting was on 17th October, 2013. The actions planned were implemented in those two meetings in order to solve the problems in the teaching and learning process of speaking in Grade VIII D students of SMP N2

Depok. The theme for Cycle II was describing famous people. The researcher implemented the actions, and the English teacher as the collaborator took some notes on what happened during the teaching and learning process.

Related to the efforts which were implemented in this cycle, the following discussions are presented.

- 1) Using video clips to improve students' speaking skill and motivation

Actually, there was an improvement made by the students about their motivation in Cycle I. In order get it better, the researcher and the English teacher decided to use this action in Cycle II. The teaching and learning process of speaking got better and better. Most of the students seemed motivated to join the lesson. Sometimes some of the students asked the teacher about the video being watched if they got difficulties. In Cycle I, the students also seemed motivated and enthusiastic to watch the video, but in Cycle II, the students were afraid of asking when they found any difficulties.

At the beginning of the lesson, the teacher asked the students about descriptive texts. Some of them answered the questions but the others remained silent. After that, the researcher gave a brief explanation about descriptive texts and started to play the video. The teacher used the video as the examples of

descriptive text. Then, he gave some explanation about the language features and structure of the text type. The students also did tasks formed in short answer questions about the video they watched. Most of the students could answer the questions correctly although the teacher had to play the video twice.

These situations showed that the video helped the students to understand the materials and enjoyed the class. It can be seen from the evidence below.

R :*Kan sudah belajar recount sama descriptive dengan video, suka tidak?* (Do you like learning descriptive and recount using video?)

S1 :*Suka mas, karena ada gambarnya jadi gak bosan* (Yes, I do because there were pictures on it)

S2 :*Suka, karena bisa nonton mas (sambil tertawa)* (Yes, I do because I could watch)

R :*Bahasa Inggris gak susah kan?* (English is easy, isn't it?)

S1 :*Gampang mas, tapi kalo descriptive sama recount, kan susah diterangin, yang lain gak tahu.* (Easy when we discussed descriptive and recount, but I do not know the others)

S2 :*Iya mas sama aku.* (I have the same idea)

(Interview 6, 16th October, 2013)

Based on the findings above, it can be seen that the motivation of the students was getting better and better. The students seemed enthusiastic to join the lesson. They also did the task correctly and were not afraid of asking the teacher.

2) Improving students' self-confidence by using group work activity

Students' self-confidence was one of the issues that needed to be solved in the Cycle II. In order to solve this problem, the researcher and The English teacher implemented group activities. These activities were chosen because the students usually felt comfortable and confident when they did tasks together.

In this cycle, the group activity that had been used was describing famous people in the pictures. The students were divided into groups consisting of four to five students. They had to describe the people in the pictures together with the group and told the class about their discussion result in front of the class. The problem of self-confidence showed up in the first cycle.

When the teacher first applied this action, most of the students seemed happy and enthusiastic. They seemed happy and confident because they did the task with their friends.

R : *Bagaimana selama ini belajar dengan video clips?* (How was learning using video clips?)

S1 : *Bagus belajar pake video, ada gambarnya soalnya* (It was good, because there were pictures in it)

S2 : *Suka sekali mas, karena dikasih lihat apa saja yang dilakukan* (I like it, we could see what to do)

R : *Kalau kerja kelompok itu buat kalian jadi pede untuk maju tidak?* (Did group work boost your confidence?)

S1 : *Jadi pede mas soalnya ngerjainnya bareng-bareng* (Yes, it did.)

S2 : *Jelas mas, kalau ngerjain sendiri gak pede takut salah.* (Yes, when I did it by myself I was afraid of mistakes)

(Interview 7, 16th October, 2013)

These situations show that the group activity increased the students' self-confidence and helped them to avoid feeling under preassure because they felt safe when they did tasks together.

3) Giving rewards to the students who wanted to perform voluntarily to improve the motivation

In Cycle I the researcher already applied giving rewards to improve students' motivation and involvement during the lesson, but in Cycle II, the researcher only gave the rewards to the students who wanted to perform voluntarily. Besides giving rewards by using complimentary expressions, the teacher also gave extra points to the students. When the teacher gave the task, he told the students that who wanted to perform voluntary would be given extra points for their mark. This treatment seemed successful to increase the students' motivation. This situation can be seen in the interview and field notes below.

Sebelumnya peneliti mengatakan bahwa kelompok yang paling cepat selesai dan menyampaikan hasilnya di depan kelas akan mendapat tambahan poin. Ketika peneliti meminta salah satu wakil dari tiap kelompok untuk maju menyampaikan hasilnya di depan kelas, para siswa terlihat berebut untuk maju. Mereka terlihat menikmati kegiatan tersebut dan tidak malu untuk berbicara di depan kelas.

(The researcher told that the volunteer would be rewarded extra points. When he asked the students to share their ideas in front of

the class, they could not wait for their turns. They enjoyed the activity and were not shy to speak in front of the class.)

(Field Notes 3, 16th October, 2013)

R : *Pemberian pujian dan poin tambahan menurut ibu berpengaruh pada motivasi siswa tidak?* (Did the compliment and extra points give the students motivation?)

T : *Jelas ada pengaruhnya mas. Siswa jadi semangat majunya terus senang juga kelihatannya* (Yes, of course. The students were enthusiastic and happy to speak in front of the class.)

(Interview 10, 16th October, 2013)

4) Giving feedback on students' grammar and pronunciation

In the first cycle, the researcher tried to improve the students' vocabulary mastery by giving them activities of finding the meaning of words. This activity helped the students to enrich their vocabulary, but other problems were showed such as mispronunciation and grammatical errors. In this section he gave the feedback directly when this problem showed up. It was expected that the students would remember the explanation when they were explained the errors just after they made. This treatment was successful to help the students to minimize their mistakes of mispronunciation or grammatical errors.

R : *Mengenai pemberian feedback bagaimana Bu? Adakah pengaruh bagi siswa?* (Did the feedback have an effect on the students?)

T : *Itu juga baik untuk siswa. Mereka jadi tahu kesalahannya. Feedback langsung juga bagus karena lebih mudah untuk diingat.* (It was also good for the students. They became aware

of the error they made. The direct feedback was easier to remember.)

(Interview 10, 16th October, 2013)

c. Reflection of Cycle II

After implementing the actions, the researcher and the English teacher as the research collaborator reflected on the actions that had been done in order to evaluate the actions. The discussion was done based on the observation in the teaching and learning process of speaking, the students' and the collaborator opinions.

1) Using video clips to improve motivation and speaking skill.

Video clips were the main media in this research, so most of the activities were based on the video clips. In Cycle II, the video clips were used as the examples to explain the materials or as the source of the tasks. In Cycle I, the students seemed to enjoy the teaching and learning process. They seemed enthusiastic to watch the video and pay their attention to the teacher's explanation. They also did not make noises or talk to each other anymore. These situations were also found in Cycle II. From these findings, it seems that video clips help the students to be more active and motivated during the speaking class. It also helped the teacher and the students create a good atmosphere in the teaching and learning process of speaking.

2) Improving students' self-confidence by using group work activity

Using group activity increased the students' self-confidence to speak in front of the class. From the discussion by the researcher and the English teacher which is based on the interview and observation, the researcher and the English teacher found that the students would be more motivated and enjoyed the task when they did it with their friends. They felt safer and comfortable because they carried the burden together so they felt just a little pressure in finishing the task.

3) Giving rewards to the students who wants to perform voluntary to improve the motivation

Giving rewards was one of the actions that still been used in Cycle II. The rewards here were compliments from the teacher or applause from friends. In Cycle II the researcher also gave extra points as the reward for the students who wanted to perform voluntarily. This treatment seemed successful in improving the students' motivation. They became motivated to do the task because they would get points to improve their English mark.

4) Giving feedback on students' grammar and pronunciation

In the first cycle, the researcher tried to improve the students' vocabulary mastery by giving them activities of finding the meaning of words. In Cycle II, he gave direct feedback to the

students who made the mistakes. The feedback was also explained to the whole class so that it was expected that the same mistakes would not show up anymore. From the observation and interview, it was concluded that the students were helped by this treatment. The grammatical error that usually made by the students decreased little by little and the students' vocabulary mastery also got better with less mispronunciation of some words.

d. Findings of Cycle II

According to what the researcher had planned, acted, observed, and reflected in Cycle II, the researcher came to the following findings. Using video clips to improve the students' motivation was successful. They became enthusiastic to learn English and made less noise during the teaching and learning process of speaking. The speaking skill of the students also improved significantly. It could be seen from the result of pre-test and post-test. The students were successful to pass the minimum passing grade which is 7.0 for English.

Group work activity was very useful in improving the students' self-confidence. Based on the observation and interview, the students felt safer and enjoyed the task because they did it with their friends. They got the confidence because they carried the burden together.

Improving students' vocabulary mastery was one of the problems to solve. The students' vocabulary richness could be improved very well. The task which provided some new vocabularies helped them to identify new words and its meanings. This improvement helped the students in making paragraphs because they already knew what to write or speak.

Giving rewards to the students' performance was also successful to improve their motivation. By giving applause or compliments such as "Good Job!", "That's very good!" to the students who did the tasks correctly seemed effective to make them feel comfortable in the class. In Cycle II, the researcher also gave extra points to whom who wanted to do the task voluntary. This treatment was successful in improving the students' motivation.

The grammar and pronunciation were also solved effectively by giving direct feedback to the students. It was easy to remember by the students if they got the correction just after they did the mistake.

Regarding the findings of Cycle II showing that all actions were successful in improving the students' speaking skill and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle. The table below shows the differences in speaking teaching and learning process from Cycle I and Cycle II.

Table 3: The Comparison of the students' progressions during the research

Before Cycle	Cycle I	Cycle II
Some of the students had low motivation	The motivation from the students in English speaking class was improved although still a number of the students did not seem enthusiastic to get involved	The students seemed enthusiastic to get involved during the lesson. They also were motivated to do the task voluntarily
Made noises when the lesson was in progress	Noises made by the students could be reduced although there were still noises from the back row	The noises made by the students could be reduced significantly. They became motivated to get involved in the lesson
A number of students had low self- confidence	Self-confidence was one of the issues that still needed to improve in Cycle I. Some of the students were still afraid if they asked to speak in front of the class	The students' self-confidence could be improved well. They were not afraid anymore when asked to speak in front of the class
Lacks of knowledge about vocabulary, grammar, and pronunciation	The vocabulary mastery seemed to improve but there was mispronunciation of some words. There were also grammatical errors	The mispronunciation and the grammatical errors could be reduced significantly and the students' vocabulary mastery was better than before
The material used were monotonous	The teacher used video clips as the teaching media besides using hand-	The teacher used video clips as the teaching media. He also used pictures

	outs	in order to make the class more interesting
Teacher's method was still more teacher-centered than learner-centered	The teacher involved the students in every part of the teaching and learning process	The teacher actively asked the students for opinions about the materials being discussed

e. The Result of The Speaking Test

The implementations of using video clips and the accompanying actions were successful to improve the students' speaking skill in two cycles. The findings could be inferred from the observations of the teaching and learning process, the interview with the students and the collaborator. Besides, it was supported by the result of pre-test and post-test of the students' speaking skill. The pre-test was conducted on 25th September, 2013. The researcher asked the students to speak about a recount text with "Holiday" as the theme. The students had to tell one of their holiday experiences in front of the class so that the researcher and the English teacher could score them.

The post test was conducted by the researcher on 17th October 2013. The students had to perform a monologue of descriptions about famous people. To help the researcher and the English teacher in assessing the students' speaking skill, they used a rubric which consisted of pronunciation, accuracy, fluency, and vocabulary. The

summary of the result of pre-test could be seen below, while the score of the students could be seen in Appendix F.

Table 4. The summary of the pre-test

Data	Pre-Test	
	Researcher	English Teacher
Mean	69.140	68.828
Number of Students	32	32

The table shows that the mean of the students' speaking score was 69.140 and 68.828. This means that that the score made by the students did not pass the minimum passing grade (Kriteria Kelulusan Minimum/ KKM) which was 7,0 for English in this school.

In the post-test, the researcher and the English teacher used the same rubric to assess the students' speaking skill. The summary from the post-test could be seen below while the complete score could be seen in Appendix F.

Table 5. The summary of the post-test

Data	Post-Test	
	Researcher	English Teacher
Mean	73.352	73.203
Number of Students	32	32

The mean in the post-test was 73.325 and 73.203. The pre-test and the post-test showed that there were improvements made by the students. The pretest scores were 69.140 and 68.828 while the post-test scores were 73.325 and 73.203.

The score made by the students in the pre-test and post-test was tested by using t-test and there was significant improvement made by the students because of $\text{Sig} < \alpha$ ($0,000 < 0,05$). The complete t-test result is described in Appendix F.

The research is far from being perfect and still needed some improvements but based on the research findings from Cycle I and Cycle II, and from pre-test and post-test, it can be concluded that the implementation of video clips to improve the speaking skill of Grade VIIID students of SMP N2 Depok was successful.

CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS

This chapter discusses the conclusions, suggestions, and implications relevant to this study. The detailed explanation of each point is presented below.

A. Conclusions

The objectives of the study are to describe how video clips can be implemented to improve the students' speaking skill of Grade VIIID SMP N2 Depok and describe the improvements made on the speaking skill. Based on the research findings, the researcher implemented video clips and some other actions such as improving vocabulary mastery, giving rewards, and giving feedback to the students' work to improve students' motivation. By implementing those actions, the teaching and learning process of speaking skill could also be improved. It can be seen from the result of the pre-test and post-test.

The use of video clips in Cycle I successfully created a good atmosphere in teaching and learning process. It helped the students to gain their motivation and enthusiasm to learn and to get involved in the class activities. In Cycle 2 it was found that there was greater motivation among the students in the class. The activity that was implemented seems successful to improve their motivation to learn English. Moreover, it had

an effect on the students' speaking skill and it helped students to create a better learning achievement.

B. Implications

Based on the result of the research, it is implied that the students' speaking skill could be improved by actively getting involved in the teaching and learning process. The teacher should also use various teaching media in the teaching and learning process of speaking since they can give some benefits. First, they can improve students' speaking skill. It also helps students to gain their motivation and enthusiasm to learn English because the media is interesting.

The English teacher should also be able to manage the class in order to make the implementations of video clips to improve students' speaking skill run well.

C. Suggestions

Based on the conclusions of the study, some suggestions will be directed towards the English teacher and other researcher.

1. To the English teacher

The English teacher needs to keep on using teaching media such as video clips so that the students will be more more motivated to learn English. The English teacher also has to improve the quality of the English teaching and learning by having various kind of activities so

that the students are able to produce a better achievement both in the written and spoken English.

2. To the Other Researcher

This study describes how the use of video clips can improve students' speaking skill of Grade VIIID students of SMP N2 Depok. The other researcher may use this study as a resource before they conduct a research related to students' speaking skill.

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Field Notes 1, 1st October, 2013

Pukul 07.15 peneliti masuk ke ruangan kelas VIII D untuk melakukan penelitian Cycle I pertemuan pertama. Keadaan kelas sedikit ramai karena banyak siswa yang masih berjalan di dalam kelas dan beberapa bicara sendiri dengan teman.

Peneliti membuka kelas dengan ucapan “greetings” seperti “How are you today?”. Semua siswa menjawab “ I am fine sir, and you?”. Kemudian peneliti memperkenalkan diri karena saat observasi belum sempat diperkenalkan oleh guru.

Peneliti memberikan materi recount text dengan tema “Holiday”. Peneliti bertanya apakah sudah ada yang tahu tentang recount text. Beberapa siswa sudah ada yang tahu walau ketika diminta menjelaskan masih bingung. Mereka ada yang menjawab “Yang cerita-cerita itu kan, Pak?”. Kemudian peneliti menjelaskan sedikit mengenai recount text. Mengenai susunan ataupun tenses yang digunakan.

Setelah penjelasan singkat, peneliti memutar video clips berjudul “My Holiday at Malioboro”. Mereka terlihat antusias untuk menonton video. “Asyik, nonton video ya, Pak.” kata salah satu siswa di barisan belakang.

Video diputar dua kali. Semua siswa terlihat antusias dan memperhatikan video yang diputar. Suasana kelas tenang selama pemutaran video dan seluruh kelas menyimak dengan baik isi dari video sembari mendengarkan penjelasan dari peneliti.

Kemudian siswa mengerjakan soal “short questions” berdasarkan video tadi. Peneliti memutar video sebanyak 2 kali. Kemudian mengoreksi jawaban. Hampir semua siswa menjawab dengan benar pertanyaan tersebut, hanya sebagian kecil saja yang masih melakukan kesalahan.

Kemudian kegiatan selanjutnya mengerjakan soal vocabulary. Siswa diharapkan mencari makna kosa kata baru dalam video dan bagaimana cara membacanya. Dari hasil pekerjaan siswa banyak siswa yang masih melakukan kesalahan dalam pronunciation ketika siswa ditunjuk satu-satu untuk membaca kosa kata baru.

Guru menunjuk salah satu siswa untuk mengucapkan kosa kata baru dalam soal. Setelah siswa mengucapkan kosa kata baru dengan benar, Guru memberi pujian seperti “Good Job, Adam!” siswa terlihat senang sambil tersenyum. Respon yang sama juga diperlihatkan siswa yang lain.

Selanjutnya siswa diminta untuk membuat paragraf recount text berdasarkan pengalaman liburan mereka sendiri dan menyampaikannya di depan kelas.

Saat siswa mengerjakan kegiatan tersebut, peneliti berkeliling kelas untuk memastikan semua siswa mengerjakan dengan baik. Pada saat peneliti memeriksa pekerjaan siswa, beberapa terlihat bingung untuk mengucapkan angka. Mereka

juga kesulitan mengucapkan beberapa kata dalam Bahasa Inggris ”Pak, angka ini bacanya bagaimana ya?” tanya salah satu siswa; “Pak tulisan sama bacanya kok lain ya, jadi susah” kata siswa lainnya.

Setelah beberapa saat peneliti meminta siswa untuk menyampaikan pengalaman liburan mereka di depan kelas. Peneliti berkata” Ada yang mau menyampaikan hasilnya di depan kelas?”. Tidak ada siswa yang mau menyampaikan hasilnya secara suka rela sampai peneliti menunjuk siswa. Mereka terlihat kurang percaya diri karena saat peneliti menunjuk siswa pun, siswa tersebut malah menunjuk siswa yang lain “Jangan saya ya pak, lain saja, hehe”. Begitupun siswa yang lain, mereka terlihat malu-malu untuk berbicara di depan kelas.

Saat siswa menyampaikan cerita mereka, masih terdengar pengucapan beberapa kata yang tidak tepat, pengucapan angka juga masih ada yang tidak paham. Peneliti juga menemukan bahwa siswa masih membuat grammatical error. Kesalahan yang umum dibuat adalah penggunaan *simple past tense* dan *to be*.

Peneliti menutup kelas dengan mengambil kesimpulan dari materi yang telah disampaikan dan memberikan kesempatan apakah ada siswa yang mau bertanya. Terlihat tidak ada siswa yang bertanya sehingga peneliti menutup kelas untuk hari itu.

Field Notes 2, 3rd October, 2013

Pukul 07.15 Peneliti masuk ke kelas untuk penelitian Cycle I pertemuan ke 2. Peneliti membuka kelas dengan ucapan greetings seperti biasa dan mengecek kehadiran siswa.

Peneliti *me-review* materi yang telah disampaikan pada pertemuan sebelumnya. Peneliti bertanya kepada siswa mengenai recount text seperti pengertian dan contohnya; “Jadi apa itu recount text? Terus contohnya?. Salah satu siswa bermaksud menjawab dengan mengacungkan jari dan berkata “Saya Pak?, text yang berisi cerita pengalaman pribadi, contohnya itu kata surat, atau cerita pengalaman apa gitu pak”. Kemudian peneliti menjawab “What’s your name?”; “Annis, Sir” jawab siswa. “OK, good Annis. Bagus sekali jawabannya” peneliti memberi pujian kepada siswa. Sementara siswa yang lain hanya diam saja dan siswa yang duduk di barisan belakang terlihat bicara sendiri.

Kegiatan dilanjutkan dengan mengerjakan soal jawaban pendek berdasarkan video yang diputar. Siswa terlihat senang akan menyaksikan video dengan berkata “Asyik video lagi..”. Peneliti memutar video sebanyak 3 kali dan kemudian

membahas jawaban bersama-sama. Sebagian besar siswa menjawab pertanyaan dengan baik dan benar keadaan kelas pun tenang saat pemutaran video dan saat pembahasan soal semua siswa terlihat aktif menjawab.

Mencari makna kata dalam video masih menjadi salah satu aktifitas yang dilakukan. Dalam pembahasan terdengar bahwa pengucapan kata dari siswa masih ada yang kurang tepat. Namun peneliti terus mengulang penjelasan sampai seluruh kelas mengetahui pengucapan yang benar.

Selanjutnya para siswa mengerjakan soal tentang simple past tense. Tugas berupa mengubah kalimat dalam soal ke dalam bentuk lampau. Beberapa siswa mengalami kesulitan mencari bentuk lampau dari suatu kata. Namun telah mengetahui konsep penggunaan simple past tense dalam kalimat recount.

Kegiatan akhir adalah masih membuat paragraf recount text masih dengan tema “Holiday”. Beberapa siswa maju ke depan untuk menyampaikan pengalaman mereka. Hanya ada dua siswa yang berani secara sukarela maju ke depan, walau pada saat peneliti mengecek pekerjaan siswa, banyak siswa yang sudah menyelesaikan pekerjaan mereka.

Pelafalan kata terlihat membaik walau masih terdapat beberapa kesalahan. Penggunaan simple past tense dari siswa sudah jauh lebih baik dari pertemuan sebelumnya karena sebelumnya banyak siswa yang bertanya kepada peneliti mengenai bentuk lampau dari beberapa kata. Saat siswa selesai berbicara peneliti memberikan pujian berupa kata “Nice, Hafizah”, “Good work Bobby!” dan meminta kelas memberi *appluse* kepada yang berani maju ke depan. Siswa yang menerima dukungan terlihat senang dan ada yang tertawa. Suasana kelas pun terlihat lebih rileks.

Peneliti kemudian menutup kelas pada pukul 08.35 dengan menyimpulkan materi pada pertemuan ke dua. Tidak ada pertanyaan dari para siswa terkait materi.

Field Notes 3, 16th October, 2013

Pukul 07.15. peneliti masuk ke kelas untuk melaksanakan penelitian pertemuan pertama Cycle II. Suasana kelas ramai sampai peneliti menegur murid untuk kembali tenang.

Peneliti membuka kelas dengan ucapan greetings seperti biasa dan mengecek kehadiran siswa apakah ada siswa yang absen.

Materi adalah Desccriptive text dengan tema “popular person”. Peneliti membuka kelas dengan bertanya kepada siswa “Kalian pasti punya idola kan?”. Dan mengambil salah satu idola yang siswa punyai sebagai contoh. Peneliti meminta siswa untuk mengatakan apa yang siswa ketahui tentang orang tersebut “Cristiano Ronaldo, what do you know about him?”. Siswa tampak antusias menjawab dengan Bahasa Inggris ataupun Bahasa Indonesia.

Kemudian peneliti menjelaskan tentang descriptive text berdasarkan fakta yang dikemukakan siswa tentang Ronaldo. Peneliti kemudian memutar video clips tentang David Beckham sebagai contoh descriptive text.

Selanjutnya siswa mengerjakan soal jawaban pendek berdasarkan video yang diputar. Saat pemutaran video siswa tampak senang dan antusias menyaksikan video dan suasana pun sangat kondusif. “Seneng nih Sir kalo nonton video terus..” kata salah satu siswa.

Siswa mencari makna kosa kata baru yang terdapat dalam video dan mencari tahu bagaimana pengucapannya. Dalam kegiatan kali ini sebagian siswa nampak menikmati dan tidak menemui kesulitan mencari makna kata ataupun mengucapkannya. Pengucapan dari siswa terlihat baik. Namun ada beberapa siswa yang didominasi oleh laki-laki masih mengalami kesulitan dalam pengucapan kata. Peneliti memeberikan masukan kepada siswa yang masih melakukan kesalahan dan meminta siswa tersebut mengucapkan kata lagi sampai benar.

Kegiatan selanjutnya adalah pekerjaan kelompok dengan membuat deskripsi mengenai orang yang terdapat dalam gambar sesuai nomor undian yang di dapat. Tiap kelompok terdiri dari empat anak. Siswa terlihat sangat senang untuk mendeskripsikan tokoh dalam gambar.

Sebelumnya peneliti mengatakan bahwa kelompok yang paling cepat selesai dan menyampaikan hasilnya di depan kelas akan mendapat tambahan poin. Ketika peneliti meminta salah satu wakil dari tiap kelompok untuk maju menyampaikan hasilnya di depan kelas, para siswa terlihat berebut untuk maju. Mereka terlihat menikmati kegiatan tersebut dan tidak malu untuk berbicara di depan kelas.

Peneliti membahas pekerjaan siswa yang masih kurang tepat dengan mendiskusikannya dengan kelas. Pada umumnya kesalahan yang dibuat adalah penggunaan *to be* dan *verb*. Salah satu contohnya adalah “*She has is beautiful singer.*”; “*He have a nice black hair.*”

Peneliti menutup pertemuan kali itu dengan menyimpulkan materi yang telah disampaikan dan mempersilahkan murid untuk bertanya apabila masih ada kesulitan. Kelas diakhiri pada pukul 08.35

Field Notes 4, 17th October, 2013

Pukul 07.15. peneliti membuka pelajaran dengan menyapa siswa dan mengecek kehadiran siswa.

Kelas hari ini masih dengan tema “popular person. Pelajaran dimulai dengan mereview materi pertemuan sebelumnya dengan bertanya kepada siswa tentang pengertian descriptive text dan ciri-cirinya. “Yesterday we have discussed descriptive text, anyone could explain what the text is?”. Banyak siswa yang menjawab dengan bahasa Indonesia namun peneliti meminta untuk menyampaikannya dengan Bahasa Inggris. Kemudian salah satu siswa menjelaskan dalam Bahasa Inggris secara sukarela dan siswa yang lain pun terlihat paham dengan mencoba ikut menjawab. Peneliti pun menjelaskan bagian yang masih menjadi kesulitan siswa di pertemuan sebelumnya yakni tentang simple present.

Setelah itu peneliti memutar kembali video clip yang masih bertema popular person dan meminta siswa untuk menceritakan kembali apa yang ada dalam video.

Siswa meminta video diputar tiga kali karena merasa belum mengerti keseluruhan isi. Peneliti menyampaikan kepada siswa bahwa siapapun yang bersedia menjawab pertanyaan atau menyampaikan ide secara sukarela akan mendapat tambahan poin untuk Bahasa Inggris.

Sebagian siswa nampak ingin menyampaikan hasil pekerjaan mereka. Sementara yang lain masih belum selesai menyusun kalimat. Dua siswa di barisan depan menyampaikan apa yang mereka lihat dari video secara sukarela. Pekerjaan mereka baik dengan tidak lagi membuat error dalam penggunaan simple present. Hal ini memancing siswa yang lain untuk menyampaikan ide mereka.

Kegiatan selanjutnya adalah kelompok terdiri dari empat orang dan membuat deskripsi tentang tokoh populer yang diketahui. Setiap anggota kelompok harus

menyampaikan fakta yang diketahui mengenai tokoh tersebut dan menyampaikannya sesuai urutan kelompok.

Pada saat penyampain hasil pekerjaan, tiap siswa dapat menyampaikan ide mereka dalam bahasa Inggris dengan baik walaupun masih terdengar kurang lancar. Kesalahan grammar dan pengucapan hanya ditemui pada beberapa anak dan peneliti pun memberikan masukan dengan membahas kesalahan yang ditemui secara bersama-sama agar hal tersebut tidak diulangi siswa yang lain.

Peneliti menutup kelas dengan menyimpulkan materi dan mempersilahkan siswa untuk bertanya. Peneliti juga menginformasikan bahwa pada pertemuan selanjutnya akan diadakan post-test untuk mengukur kemampuan berbicara. Materi yang akan digunakan adalah recount text dengan tema "Holiday".

Interview 1 with the English teacher, 19th September 2013

R : Researcher

T : English teacher

R : Besok kan saya mengajar kelas VIIID Bu, menurut Ibu bagaimana karakter siswa kelas tersebut?

T : Siswa kelas VIIID paling ramai dari yang lain mas, sabar saja nanti

R : Bukannya malah asyik ya Bu anaknya?

T : Lihat saja nanti sendiri pas mengajar (sambil tersenyum)

Interview 2 with the English teacher, 3rd October 2013

R : Researcher

T : English teacher

R : Bagaimana saya mangajar di kelas?

T : Jangan terlalu cepat, suara masih kurang keras, secara keseluruhan sudah cukup baik

R : Bagaimana bahasa inggris yang saya gunakan? Sudah sesuai dengan siswa atau belum?

T : Siswa dapat menangkap penjelasan dengan baik, memang lebih baik penjelasan diselingi bahasa jawa agar siswa tidak tegang

R : Apakah video tersebut berpengaruh pada siswa?

T : kalau perilaku dalam mengikuti pelajaran sudah lebih tenang dan terlihat lebih senang kalau kemampuan speaking masih belum terlihat

R : Apakah soal mencari makna kata berguna untuk memperbaiki kosa kata siswa Bu?

T : Tentu membantu tapi kan baru dimulai jadi belum terlihat hasilnya

R : Kalau memotivasi siswa dengan memberi applause atau pujian ada pengaruhnya tidak bu?

T : Tentu ada mas, siswanya terlihat senang

R : Oh begitu, terima kasih Bu.

Interview 3 with the students, 3rd October 2013

S : Ardiansyah

R : Researcher

R : Tadi di kelas belajar apa saja?

S : Recount text, Sir.

R : Susah tidak? Videonya bagaimana?

S : Susah, ada yang ga tahu artinya waktu nonton video.

Interview 4 with the students, 3rd October 2013

S1 : Adam Kurniawan

S2 : Billy Rizky Aji

R : Researcher

R : Bagaimana rasanya belajar menggunakan video?

S2 : Senang, karena bisa nonton sambil belajar

S1 : Suka, karena tidak pernah sebelumnya

R : Apakah video membantu memahami materi?

S1 : Lumayan, tapi ada kata yang tidak dipahami

S2 : Membantu, jadi tahu urutan membuat teks recountnya

Interview 5 with the students, 3rd October 2013

S1 : Anggi Melia N.

S2 : Diajeng Sukma Ayu A M

S3 : Amaliana Prasisti

R : Researcher

R : Bagaimana rasanya belajar menggunakan video?

S1 : Senang, belum pernah sebelumnya

S2 : Suka, karena bisa nonton

S3 : Suka, tapi masih suka bingung karena banyak kata yang tidak paham

R : Apakah video membantu memahami materi?

S1 : membantu, soalnya diperlihatkan urutannya

S2 : Lumayan

S3 : lumayan walau tetap susah mas

Interview 6 with the students, 16th October 2013

S1 : Hafizha Ayudiva N

S2 : Annis Tsalasa M

R : Researcher

R : Bagaimana rasanya belajar menggunakan video? Suka?

S1 : Suka, karena bisa nonton video

S2 : Suka banget, Ibu guru tidak pernah memutar video

R : Apakah video tersebut membantu dalam memahami materi?

S1 : Tetap sulit, tapi suka videonya

S2 : Lumayan, jadi tahu urutan buat teks recount.

Interview 7 with the students, 16th October 2013

S1 : M. Fadhil Zacky

S2 : Ryan Razan Fathantra

S3 : Rizal Taufik

S4 : Dedika Agus P

S5 : M. Yusuf Hanafi

R : Researcher

R : Suka belajar dengan video?

S1 : Suka mas, bisa nonton

S2 : Lumayan, tapi Bahasa Inggris memang susah dari dulu

S3 : Suka dong, pakai video saja terus

S4 : Sama, suka

S5 : Suka walau tetep susah.

Interview 8 with the students, 16th October 2013

S1 : Savira Rahma N.

S1 : Ingga

R : Kan sudah belajar recount sama descriptive dengan video, suka tidak?

S1 : Suka mas, karena ada gambarnya jadi gak bosan

S2 : Suka, karena bisa nonton mas

R : Bahasa Inggris gak susah kan?

S1 : Gampang mas, tapi kalo descriptive sama recount, kan susah diterangin, yang lain gak tahu

S2 : Iya mas sama aku

Interview 9 with the students, 16th October 2013

S1 : Andisa

S2 : Nurul

R : Bagaimana selama ini belajar dengan video clips?

S1 : Bagus belajar pake video, ada gambarnya soalnya

S2 : Suka sekali mas, karena dikasih lihat apa saja yang dilakukan

R : Kalau kerja kelompok itu buat kalian jadi pede untuk maju tidak?

S1 : Jadi pede mas soalnya ngerjainnya bareng-bareng

S2 : Jelas mas, kalau ngerjain sendiri gak pede takut salah

Interview 10 with the students, 16th October 2013

S1 : Shafa Annisa

S2 : Septia Nur

R : Bagaimana belajar pakai video clips?

S1 : Pakai video terus aja mas, bagus

S2 : Iya mas bagus, bosan kalo seperti biasa

R : Kalau nonton video terus juga bisa bosan kan?

S1 : Iya juga ya mas, tapi sekarang belum bosan.

S2 : Pakai video sama gambar bagus mas.

R : Apa kerja kelompok bikin kalian jadi pede?

S1 : Iya mas kalau sendiri kurang yakin

S2 : Lumayan mas walau kelompoknya sama-sama bingung (sambil tertawa)

R : OK, terima kasih.

Interview 11 with the students, 16th October 2013

S1 : Putri

S2 : Octa

R : Suka belajar pakai video clips? Alasannya?

S1 : Suka sir, soalnya nonton sambil belajar

S2 : Saya juga suka pak, gak bosan jadinya.

R : Tugas kelompoknya suka gak?

S1 : Lumayan pak, jadi gak males ngerjain soalnya ada temennya

S2 : Bikin deg-degan pas nunggu giliran ngomong.

R : Ok, thank you.

Interview 12 with the English teacher, 16th October 2013

R : Pemberian pujian dan poin tambahan menurut ibu berpengaruh pada motivasi siswa tidak?

T : Jelas ada pengaruhnya. Siswa jadi semangat majunya terus senang juga kelihatannya

R : Mengenai pemberian feedback bagaimana Bu? Adakah pengaruh bagi siswa?

T : Itu juga baik untuk siswa. Mereka jadi tahu kesalahannya. Feedback langsung juga bagus karena lebih mudah untuk diingat.

R : Apa tugas kelompok menurut Ibu membuat kepercayaan diri siswa meningkat?

T : Itu terlihat membantu siswa mengurangi tekanan. Kalau mengerjakan bersama kan perasaan mereka lebih anteng.

R : Jadi siswa jadi gak malu seperti itu?

T : Iya bisa dibilang begitu.

R : Baik Ibu terima kasih.

SPEAKING COURSE GRID OF GRADE VIII STUDENTS OF SMPN 2 DEPOK

Cycle	Standard of competence	Basic Competence	Time Allocation	Indicators	Learning Materials	Learning Activities	Teaching Media
1	2.Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar	2.2.Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i>	4 x 40 menit	<ol style="list-style-type: none"> 1. Mengidentifikasi tujuan teks recount 2. Mengidentifikasi isi teks recount 3. Mengidentifikasi ciri kebahasaan dalam teks recount 4. Mengidentifikasi makna kosa kata baru dan menucapkannya dengan pelafalan, yang tepat. 5. Menggunakan simple past tense 6. Menceritakan kembali pengalaman pribadi dengan ragam bahasa lisan secara 	<p>Recount Text</p> <ul style="list-style-type: none"> • A recount text is a piece of text that retells past events usually in the order in which they happened. The purpose is to give the audience a description of what occurred when it occurred. <p>Language Features:</p> <ul style="list-style-type: none"> • Proper nouns to identify those involved in the text. Examples: Jakarta, Yogyakarta, Ronaldo, etc. • Descriptive words 	<p>First meeting</p> <p>Presentation</p> <ol style="list-style-type: none"> a. Menjelaskan teori tentang recount text b. Menyaksikan video klip yang berisi recount teks c. Mengidentifikasi tujuan dan isi dari teks recount dalam video <p>Practice</p> <ol style="list-style-type: none"> d. Mengucapkan kosa kata baru yang ditemukan dan mengucapkannya dengan panduan guru e. Membuat paragraf recount text tentang pengalaman liburan masing-masing. <p>Production</p> <ol style="list-style-type: none"> f. Menceritakan pengalaman liburan 	Video Clips Laptop LCD

				<p>akurat, lancar dan berterima</p>	<p>to give details about who, what, when, where, and how.</p> <p>Examples:</p> <ul style="list-style-type: none"> -The woman with the red hood. -We do it carefully. -They went in the evening. • The use of past tense to retell the events. <p>Formula: S + V2</p> <p>Examples:</p> <ul style="list-style-type: none"> -He does it carefully → He did it carefully -She goes to the party → She went to the party • Words that show the order of events (first, second, next, then, after that, 	<p>pribadi di depan kelas</p> <p>Second meeting</p> <p>Presentation</p> <ol style="list-style-type: none"> Membahas materi pertemuan sebelumnya Menyaksikan video clip tentang teks recount Mengidentifikasi isi dan tujuan teks recount yang disajikan <p>Practice</p> <ol style="list-style-type: none"> Mengidentifikasi makna kosa kata baru dan mengucapkannya dengan panduan guru Membuat kalimat berbentuk simple past tense <p>Production</p> <ol style="list-style-type: none"> Membuat paragraph teks recount sesuai situasi yang diberikan dan mendemonstrasikannya di depan kelas 	
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					<p>finally) Examples: First he went to the bus station. Then he met his friend there and went to the park together.</p>		
2	<p>2.Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan</p>	<p>2.1Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam</p>	4 x 40 menit	<ol style="list-style-type: none"> 1. Mengidentifikasi tujuan teks descriptive 2. Mengidentifikasi isi teks descriptive 3. Mengidentifikasi ciri kebahasaan dalam teks descriptive 4. Mengidentifikasi makna kosa kata baru dan menucapkannya dengan pelafalan, yang tepat. 5. Menggunakan simple present 	<p>Descriptive Text Descriptive text is a kind of text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.</p> <p>Language features</p> <ul style="list-style-type: none"> • Identification (someone or something to describe) Examples: My cat, Borobudur Temple, My mother, etc. 	<p>Fisrt meeting</p> <p>Presentation</p> <ol style="list-style-type: none"> a. Membahas progress materi pertemuan sebelumnya b. Menyaksikan video clip tentang descriptive text c. Mengidentifikasi isi dan tujuan descriptive text yang disajikan <p>Practice</p> <ol style="list-style-type: none"> d. Mengidentifikasi makna kosa kata dalam video dan mengucapkannya dengan panduan guru e. Mendeskripsikan orang secara berkelompok 	<p>Video Clips Laptop LCD Pictures</p>

	lingkungan sekitar	teks berbentuk <i>descriptive</i>		6. Mendeskripsikan orang	<ul style="list-style-type: none"> • Description: (someone or something look like). This uses adjectives. Examples: -She is beautiful. -His car is very fast. -I have a cute kitten. • The use of simple present Formula: S + (V1+s/ es) Examples: -She buys the book. -We do the homework together. -It comes from the backyard. 	<p>sesuai gambar yang diberikan</p> <p>Production</p> <p>f. Menyampaikan hasil kerja kelompok di depan kelas dengan ragam bahasa lisan.</p> <p>Second Meeting</p> <p>Presentation</p> <p>a. Membahas progres materi sebelumnya</p> <p>b. Menyaksikan video klip yang berisi descriptive text</p> <p>c. Mengidentifikasi tujuan dan isi dari descriptive text dalam video</p> <p>Practice</p> <p>d. Mengidentifikasi makna kosa kata baru yang ditemukan dan mengucapkannya dengan panduan guru</p> <p>e. Membuat paragraf descriptive text of popular person in</p>	
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						<p>group of four.</p> <p>Production</p> <p>f. Menyampaikan hasil paragraf descriptive text di depan kelas dengan ragam bahasa lisan</p>	
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP	: SMP NEGERI 2 DEPOK
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1
Standar Kompetensi	Berbicara
..	2. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: <ol style="list-style-type: none"> 2.1 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i>
Indikator	: <ol style="list-style-type: none"> 1. Mengidentifikasi tujuan teks <i>recount</i> 2. Mengidentifikasi isi teks <i>recount</i> 3. Mengidentifikasi ciri kebahasaan dalam teks <i>recount</i> 4. Mengidentifikasi makna kosa kata baru dan mengucapkannya dengan pelafalan, yang tepat. 5. Menggunakan simple past tense 6. Menceritakan kembali pengalaman pribadi dengan ragam bahasa lisan secara akurat, lancar dan berterima.
Jenis Teks	: Recount
Alokasi Waktu	: 4 x 40 menit

A. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat:

- Menceritakan kembali pengalaman sendiri dengan ragam bahasa lisan secara akurat, lancar dan berterima
- Menggunakan simple past tense dalam kalimat dengan ragam bahasa lisan secara lancar, akurat dan berterima

B. Materi Pembelajaran

1. Video clips of recount text
2. Recount text

Recount Text

- A recount text is a piece of text that retells past events usually in the order in which they happened. The purpose is to give the audience a description of what occurred when it occurred.

Language Features:

- Proper nouns to identify those involved in the text.

Examples:

Jakarta, Yogyakarta, Ronaldo, etc.

- Descriptive words to give details about who, what, when, where, and how.

Examples:

-The woman **with the red hood**.

-We do it **carefully**.

-They went in the **evening**.

- The use of past tense to retell the events.

Formula: S + V2

Examples:

-He **does** it carefully → He **did** it carefully

-She **goes** to the party

→ She **went** to the party

- Words that show the order of events (first, second, next, then, after that, finally)

Examples: **First** he went to the bus station. **Then** he met his friend there and went to the park together.

- Examples of recount text:

Newspaper reports

Conversation

Speeches

Television interviews

Eyewitness accounts

Letters

3. LCD

4. Laptop/ Computer

C. Metode Pembelajaran : PPP

D. Langkah-langkah Kegiatan:

Pertemuan 1

1. Kegiatan awal

- a. Greeting
- b. Mengecek kehadiran siswa

2. Kegiatan Inti

Presentation

- a. Menjelaskan teori tentang recount text
- b. Menyaksikan video klip yang berisi recount teks
- c. Mengidentifikasi tujuan dan isi dari teks recount dalam video

Practice

- d. Mengucapkan kosa kata baru yang ditemukan dan mengucapkannya dengan panduan guru
- e. Membuat paragraf recount text tentang pengalaman liburan masing-masing.

Production

- f. Menceritakan pengalaman liburan pribadi di depan kelas

3. Kegiatan Akhir

- a. Menyimpulkan materi pembelajaran.
- b. Reflection

Pertemuan 2

1. Kegiatan awal

- a. Greeting
- b. Mengecek kehadiran siswa

2. kegiatan inti

Presentation

- a. Membahas materi pertemuan sebelumnya
- b. Menyaksikan video clip tentang teks recount
- c. Mengidentifikasi isi dan tujuan teks recount yang disajikan

Practice

- d. Mengidentifikasi makna kosa kata baru dan mengucapkannya dengan panduan guru
- e. Membuat kalimat berbentuk simple past tense

Production

- f. Membuat paragraph teks recount dan mendemonstrasikannya di depan kelas

3. Kegiatan Akhir

- a. Menyimpulkan materi pembelajaran
- b. Reflection

E. Sumber Belajar

1. Bachtiar, B.2008. *Let's Talk*. Bandung. Pakar Raya.
2. Priyana, J. Irjayanti, R, Renitasari, V.2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta. Departemen Pendidikan Nasional.
3. Video Clip of recount text

Researcher

English Teacher

Gilang Alanferdika

Kristin, S.Pd.

Task 1. Watch video carefully. Answer the questions below and identify the language features of recount text.

1. What is the text about?
2. When did he go to Malioboro?
3. What did he do in Malioboro?
4. Did he go with his friends?
5. What did he see in Malioboro?

From the questions above, make a conclusion of the language features of recount text.

No	Language Features	Examples found in the video
1	Proper noun	
2	Descriptive words	
3	Past tense	
4	Words show order of events	
5	Purpose	

Task 2. Find the meaning of these words and study how to say these words with your teacher.

- | | | |
|-----------------|------------------|----------------|
| 1. Holiday : | 6. Merchandise: | 11. Vacation : |
| 2. Went : | 7. Palace : | 12. Weekend : |
| 3. Saw : | 8. Ride : | 13. Trip : |
| 4. Crowded : | 9. Beautifully : | 14. Enjoyed : |
| 5. Handicraft : | 10. Brought : | 15. Traffic : |

Task 3. Make a paragraph based on your own holiday experience and perform it in front of the class.

Next Meeting

Task 1. Watch the video carefully and answer the following questions.

1. What is the video about?
2. When did he go to Parang Tritis?
3. Can you find the words show order of events? What are they?
4. Please mention the words show past events!

Task 2. Find the meaning of the following words and study how to say them with your teacher.

- | | | | |
|---------------|---|--------------|---|
| 1. Experience | : | 6. Vacation | : |
| 2. Allowed | : | 7. Journey | : |
| 3. Beach | : | 8. Adventure | : |
| 4. Located | : | 9. Tourist | : |
| 5. Hour | : | 10. Tourism | : |

Task 3. Study how simple past tense works and do the following task.

Simple past tense is a kind of tenses that used to show the events that happen in the past.

The formula is: **S+ Verb2**

Examples: I *see* you with your father >> I *saw* you with your father.

You *kick* the ball very hard >> You *kicked* the ball very hard.

1. I walk around the park every morning.
6. They the homework together.

- | | |
|---|---------------------------------------|
| 2. She goes to the bookstore. | 7. I the book from the library. |
| 3. You come very early this today.
school. | 8. He my teacher in elementary |
| 4. She gives me a chocolate. | 9. You the car very fast. |
| 5. He catches many fish every day.
last night. | 10. We very happy at your party |

Task 4. Make a paragraph of your holiday experience then perform it in front of the class.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP	: SMP NEGERI 2 DEPOK
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1
Standar Kompetensi	Berbicara
..	2. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 2.1 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i>
Indikator	: 1. Mengidentifikasi tujuan teks <i>descriptive</i> 2. Mengidentifikasi isi teks <i>descriptive</i> 3. Mengidentifikasi ciri kebahasaan dalam teks <i>descriptive</i> 4. Mengidentifikasi makna kosa kata baru dan menuncapkannya dengan pelafalan, yang tepat. 6. Menggunakan simple present 7. Mendeskripsikan orang
Jenis Teks	: Descriptive
Alokasi Waktu	: 4 x 40 menit

A. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat:

- Mendeskripsikan orang dengan ragam bahasa lisan secara lancar, akurat dan berterima

- Menggunakan simple present dengan ragam bahasa tulisan secara lancar, akurat dan berterima

B. Materi Pembelajaran

1. Video clip of descriptive text
2. Descriptive text

Descriptive Text

Descriptive text is a kind of text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Language features

- Identification (someone or something to describe)

Examples: My cat, Borobudur Temple, My mother, etc.

- Description: (someone or something look like). This uses adjectives.

Examples:

- She is beautiful.
- His car is very fast.
- I have a cute kitten.

- The use of simple present

Formula: S + (V1+s/ es)

Examples: She **buys** the book- We **do** the homework together- It **comes** from the backyard.

3. LCD

4. Laptop/ Computer

C. Metode Pembelajaran : PPP

D. Langkah-langkah Kegiatan:

Pertemuan ke 1

1. Kegiatan awal

- a. Greeting
- b. Mengecek kehadiran siswa

2. Kegiatan Inti

Presentation

- a. Menjelaskan materi descriptive text
- b. Menyaksikan video clip tentang descriptive text
- c. Mengidentifikasi isi dan tujuan descriptive text yang disajikan

Practice

- d. Mengidentifikasi makna kosa kata dalam video dan mengucapkannya dengan panduan guru
- e. Mendeskripsikan orang secara berkelompok sesuai gambar yang diberikan

Production

- f. Menyampaikan hasil kerja kelompok di depan kelas dengan ragam bahasa lisan.

3. Kegiatan Akhir

- a. Menyimpulkan materi pembelajaran.
- b. Reflection

- c. Memberi pekerjaan rumah

Pertemuan ke 2

1. Kegiatan awal

- a. Greeting
- b. Mengecek kehadiran siswa
- c. Membahas pekerjaan rumah

2. Kegiatan inti

Presentation

- a. Membahas progres materi sebelumnya
- b. Menyaksikan video klip yang berisi descriptive text
- c. Mengidentifikasi tujuan dan isi dari descriptive text dalam video

Practice

- d. Mengucapkan kosa kata baru yang ditemukan dan mengucapkannya dengan panduan guru.
- e. Membuat paragraf descriptive text of popular person in group of four.

Production

- f. Menyampaikan hasil paragraf descriptive text di depan kelas dengan ragam bahasa lisan

3. Kegiatan Akhir

- a. Menyimpulkan materi pembelajaran.
- b. Reflection

E. Sumber Belajar

1. Bachtiar, B.2008. *Let's Talk*. Bandung. Pakar Raya.
2. Priyana, J. Irjayanti, R, Renitasari, V.2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta. Departemen Pendidikan Nasional.

3. Video Clip of recount text

F. Evaluasi

Instrumen Penilaian : Terlampir

Rubrik Penilaian

Researcher

English Teacher

Gilang Alanfedika

Kristin, S.Pd.

Task 1. Watch video carefully and answer the questions below.

1. What is the text about?
2. Who was described in the video?
3. What areas that a football player seeks for popularity besides football?
4. What need to prepare to be an athlete?
5. Do we need to enter a special school to be an athlete?

Task 2. Find the meaning of these words and study how to say these words with your teacher.

- | | |
|------------------|-------------|
| 1. Advertisement | 6. Olympics |
| 2. Brand | 7. Excels |
| 3. Athlete | 8. Scandals |
| 4. Competing | 9. Seek |
| 5. Event | 10. Soccer |

Task 3. Work in group of four. Make a description of a popular person based on the picture you have chosen.

Next Meeting

Task 1. Watch video carefully and answer the questions below.

1. What is the text about?
2. What is the purpose of the text?
3. Can you tell the adjective words found in the video? What are they?
4. Please retell the story in the video!

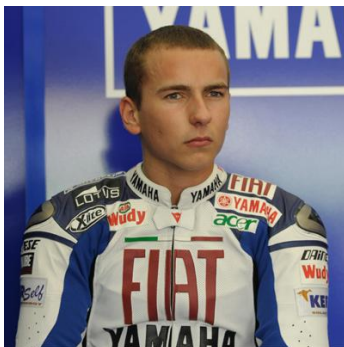
Task 2. Find the meaning of these words and study how to say these words with your teacher.

- | | | | |
|-----------------|---|------------------|---|
| 1. Title | : | 6. Living legend | : |
| 2. Fans | : | 7. Famous | : |
| 3. Aggressive | : | 8. Passion | : |
| 4. Riding style | : | 9. Talent | : |
| 5. Factory | : | 10. Endurance | : |

Task 3. Fill in the blanks with the correct words.

1. She.....to the bookstore by bus.
2. They.....football together.
3. I..... to school by bike.
4. She.....no time to waste.
5. You must.....the pen you borrowed yesterday.
6. He.....very talented player and he.....many trophies.
7. It.....cold. You must.....your sweater.
8. It..... four legs and likes to.....fish.

Task 4. Work in group. Make a description of popular person and perform it in front of the class.



A. Fluency

Score	Indicators
10	The students speak very fluently in communication to perform the expected competency
9	The students speak fluently in communication to perform the expected competency, but there are natural hesitations
8	The students speak quite fluently in communication to perform the expected competency, although there are hesitations which are not quite natural
7	The students speak quite fluently in communication to perform the expected competency, although there are often hesitations which are not quite natural
6	The students does not speak quite fluently in communication to perform the expected competency, sometimes he/ she is impeded by language problems so that he/ she speaks rather slowly and hesitantly , sometimes those problems disrupt the performance
5	The students does not speak quite fluently in communication to perform the expected competency, sometimes he/ she is impeded by language problems so that he/ she speaks slowly and hesitantly , sometimes those problems disrupt the performance
4	The students does not speak quite fluently in communication to perform the expected competency, sometimes he/ she is impeded by language problems like repeating and searching for words so that he/ she speaks hesitantly and sometimes pauses quite long , those problems strongly disrupt the performance
3	The students speak very slowly and discontinuously (like speaking per words with simple pattern), even pauses very long in communication to perform the expected competency
2	The students speak very slowly and often discontinuously (like speaking per words with simple pattern), even suddenly stops in

	communication to perform the expected competency
1	The students communicative very difficult to perform the expected competency, he/ she speaks very slowly and always discontinuously (like speaking per word with simple pattern) even then stops

B. Pronunciation

Score	Indicators
10	The students never make pronunciation mistakes in performing the expected competency, intonation and stress are appropriate, all sound are unambiguous and can be understood
9	The students almost never make pronunciation mistakes ,in performinf the expected competency, intonation and stress are appropriate, a few sounds are ambiguous but can be understood
8	The students rarely never make pronunciation mistakes ,in performing the expected competency, intonation and stress sometimes are not quite appropriate, some sounds are rather ambiguous but can be understood
7	The students sometimes make pronunciation mistakes , in performing the expected competency, intonation and stress are not quite appropriate, some sounds are rather ambiguous but can be understood
6	The students often make pronunciation mistakes ,in performing the expected competency, intonation and stress are inappropriate, some sounds are ambiguous and rather difficult to be understood
5	The students make pronunciation mistakes in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood
4	The students almost always make pronunciation mistakes in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be

	understood
3	The students always make pronunciation mistakes in performing the expected competency, many sounds are ambiguous because the pronunciation is not clear, speaks without considering intonation and stress
2	The students always make pronunciation mistakes in performing the expected competency, such as many sounds are ambiguous because the pronunciation is not clear
1	The students cannot pronounce well at all in performing the expected competency

C. Accuracy

Score	Indicators
10	The students never make any grammatical mistakes in performing the expected competency, both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structures (like complex sentences)
9	The students almost never make any grammatical mistakes in performing the expected competency, both in basic grammatical structures (like phrases, simple and compound sentences) but make very few mistakes in complex structures (like complex sentences), however those mistakes do not impede meaning.
8	The students make grammatical mistakes very rare in basic grammatical structures (like phrases, simple and compound sentences) and very few mistakes in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
7	The students rarely make grammatical mistakes, very rare in basic grammatical structures (like phrases, simple and compound

	sentences) and make some mistakes in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
6	The students sometimes make grammatical mistakes, very rare in basic grammatical structures (like phrases, simple and compound sentences) and make quite a lot mistakes in complex structures (like complex sentences) in performing the expected competency so that they strongly impede meaning.
5	The students often make grammatical mistakes, very rare in basic grammatical structures (like phrases, simple and compound sentences) and make quite a lot mistakes in complex structures (like complex sentences) in performing the expected competency so that they strongly impede meaning.
4	The students sometimes make grammatical mistakes very often in basic grammatical structures (like phrases, simple and compound sentences) and make so many mistakes in complex structures (like complex sentences) the mistakes strongly impede communications in performing the expected competency
3	The students almost always make grammatical mistakes in basic grammatical structures (like phrases, simple and compound sentences), cannot use complex structures (like complex sentences) well. The mistakes disrupt communications in performing the expected competency
2	The students always make grammatical mistakes in most of the basic grammatical structures (like phrases, simple and compound sentences), and there is no effort to use complex structures (like complex sentences) well. The mistakes strongly disrupt communications in performing the expected competency
1	The students has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely

	incorrect
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D. Vocabulary

Score	Indicators
10	The students use so many vocabulary variations and makes no mistakes in word choices in performing the expected competency
9	The students use many vocabulary variations and only makes few mistakes in word choices in performing the expected competency
8	The students use quite many vocabulary variations and makes few mistakes in word choices in performing the expected competency
7	The students use few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency. He/ she sometimes has to explain ideas to get the appropriate words
6	The students use few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency. He/ she needs to explain ideas to get the appropriate words
5	The students use few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency. He/ she sometimes has to explain ideas to get the appropriate words
4	The students use limited vocabulary variations and very inappropriate word choices in performing the expected competency. He/ she often explain ideas because of insufficient vocabulary and sometimes ask the teacher to express certain ideas
3	The students use limited vocabulary in performing the expected competency so that the communication is rather difficult to understand . He/ she often ask the teacher to express certain ideas

2	The students use very limited vocabulary in performing the expected competency so that the communication is rather difficult to understand . He/ she has to ask the teacher to express certain ideas
1	The students has no vocabulary in performing the expected competency so that the communication is unclear and very difficult to understand . He/ she always ask the teacher to be able to express certain ideas

E. Scoring

No	Aspect	Score									
		1	2	3	4	5	6	7	8	9	10
1	Fluency										
2	Pronunciation										
3	Accuracy										
4	Vocabulary										

$$\frac{\text{Score Perolehan}}{\text{Score Maksimal}} \times 100$$

SPEAKING PRE-TEST AND POST-TEST

1. Please tell one of your holiday experiences in front of the class!

DAFTAR HADIR SISWA KELAS VIII D

No	NIS	Nama	L/P	CYCLE I		CYCLE II	
1	5380	Adam Kurniawan	L	✓	✓	✓	✓
2	5381	Agung Dwi Saputro	L	✓	✓	✓	✓
3	5382	Alfais Ageng Nugraha	L	✓	✓	✓	✓
4	5383	Amaliana Prasisti	P	✓	✓	✓	✓
5	5384	Andisa Artiana	P	✓	✓	✓	✓
6	5385	Anggi Melia Nurmallasari	P	✓	✓	✓	✓
7	5386	Annis Tsalasa M.	P	✓	✓	✓	✓
8	5387	Ardiansyah Mochamad	L	✓	✓	✓	✓
9	5388	Arlando Desty Gifhine	L	✓	✓	✓	✓
10	5389	Billy Rizky Aji	L	✓	✓	✓	✓
11	5390	Bobby Andhika Ananda	L	✓	✓	✓	✓
12	5391	Dedika Agus Pratama	L	✓	✓	✓	✓
13	5392	Diajeng Sukma Ayu A M	P	✓	✓	✓	✓
14	5394	Fahmila Majid Setyawan	P	✓	✓	✓	✓
15	5395	Farikhah Coretta	P	✓	✓	✓	✓
16	5396	Hafizha Ayudiva Nabila	P	✓	✓	✓	✓
17	5398	Ingga Defi Sinyadewi	P	✓	✓	✓	✓
18	5399	Kharissa Punto Dewi R	P	✓	✓	✓	✓
19	5400	Muhammad Yusuf Hanafi	L	✓	✓	✓	✓
20	5401	Nurul Hayati	P	✓	✓	✓	✓
21	5402	Octa Destilawati	P	✓	✓	✓	✓
22	5403	Oktaviana Yola K.	P	✓	✓	✓	✓
23	5404	Pradika Restu P. W.	L	✓	✓	✓	✓
24	5405	Putranto Kurniawan	L	✓	✓	✓	✓
25	5406	Putri Kusumawati	P	✓	✓	✓	✓
26	5407	Rizal Taufik	L	✓	✓	✓	✓
27	5408	Savira Rahma Nasita	P	✓	✓	✓	✓
28	5409	Septia Nur Wulan	P	✓	✓	✓	✓
29	5410	Shafa Annisa R	P	✓	✓	✓	✓
30	5411	Wahyu Dewi Puspitasari	P	✓	✓	✓	✓
31	5415	Ryan Razan Fathantra	L	✓	✓	✓	✓
32		M. Fadhil Zaky	L	✓	✓	✓	✓

SCORE OF PRE-TEST AND POST-TEST

No	From The Researcher		From The English Teacher		Pre-Test	Post-Test	Post Test - Pre Test
	Pre-Test	Post-Test	Pre-Test	Post-Test			
1	70.00	75.00	70.00	75.00	70.00	75.00	5.00
2	70.00	72.50	67.50	72.50	68.75	72.50	3.75
3	67.50	75.00	70.00	72.50	68.75	73.75	5.00
4	75.00	72.50	77.50	75.00	76.25	73.75	-2.50
5	67.50	70.00	67.50	72.50	67.50	71.25	3.75
6	70.00	72.50	72.50	70.00	71.25	71.25	0.00
7	70.00	82.50	70.00	80.00	70.00	81.25	11.25
8	67.50	67.25	67.50	72.50	67.50	69.88	2.38
9	65.00	72.50	62.50	75.00	63.75	73.75	10.00
10	72.50	75.00	67.50	72.50	70.00	73.75	3.75
11	65.00	62.50	67.50	67.50	66.25	65.00	-1.25
12	72.50	77.50	72.50	75.00	72.50	76.25	3.75
13	65.00	75.00	65.00	75.00	65.00	75.00	10.00
14	70.00	77.50	70.00	77.50	70.00	77.50	7.50
15	75.00	77.50	72.50	80.00	73.75	78.75	5.00
16	67.50	75.00	65.00	72.50	66.25	73.75	7.50
17	70.00	75.00	70.00	72.50	70.00	73.75	3.75
18	67.50	75.00	67.50	67.50	67.50	71.25	3.75
19	67.50	72.50	67.50	67.50	67.50	70.00	2.50
20	70.00	72.50	70.00	75.00	70.00	73.75	3.75
21	75.00	77.50	75.00	75.00	75.00	76.25	1.25
22	70.00	75.00	67.50	75.00	68.75	75.00	6.25
23	72.50	75.00	72.50	77.50	72.50	76.25	3.75
24	67.50	70.00	67.50	70.00	67.50	70.00	2.50
25	75.00	82.50	75.00	80.00	75.00	81.25	6.25
26	67.50	70.00	67.50	72.50	67.50	71.25	3.75
27	65.00	75.00	65.00	72.50	65.00	73.75	8.75
28	72.50	72.50	67.50	72.50	70.00	72.50	2.50
29	65.00	67.50	65.00	70.00	65.00	68.75	3.75
30	72.50	75.00	70.00	75.00	71.25	75.00	3.75
31	60.00	62.50	65.00	65.00	62.50	63.75	1.25
32	65.00	70.00	65.00	70.00	65.00	70.00	5.00

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post test	73.2775	32	3.83646	.67820
	pre test	68.9844	32	3.36666	.59515

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 post test& pre test	32	.641	.000

Paired Samples Test

		Pair 1
		post test - pre test
Paired Differences	Mean	4.29313
	Std. Deviation	3.07959
	Std. Error Mean	.54440
	95% Confidence Interval of the Lower	3.18281
	Difference Upper	5.40344
t		7.886
df		31
Sig. (2-tailed)		.000

Jika $|t \text{ hitung}| > t \text{ tabel}$ atau $\text{sig} < \alpha$ berarti signifikan

Jika $|t \text{ hitung}| < t \text{ tabel}$ atau $\text{sig} > \alpha$ berarti tidak signifikan

Digunakan tingkat kepercayaan 95%

Tingkat signifikansi = $100\% - \text{tingkat kepercayaan} = 100\% - 95\% = 5\% = 0,05$

T hitung = 7,886 dan sig = 0,000

Sig $< \alpha$ ($0,000 < 0,05$) berarti ada beda signifikan antara pre-test dengan post-test.

Rata-rata (post test – pre test) = 4,29313 berarti secara rata-rata terjadi kenaikan

nilai sebesar 4,29313

PHOTOGRAPHS



Siswa sedang menyaksikan video clip



Siswa sedang mengerjakan soal kegiatan



Siswa mempresentasikan pekerjaan kelompok
diputar



Salah satu video clip yang sedang
diputar



Siswa bercerita pengalaman pribadi



Membahas video clip yang diputar



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562611 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / VI / 7007 / 9 / 2013

Membaca Surat : DEKAN FAK BAHASA DAN SENI UNY

Nomor : 0876f/UN.34.12/DT/IX/2013

Tanggal : 23 SEPTEMBER 2013

Perihal : IJIN PENELITIAN

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : GILANG ALANFERDIKA

NIP/NIM : 6202244172

Alamat : KARANGMALANG YOGYAKARTA

Judul : IMPROVING THE SPEAKING SKILL OF GRADE VIII STUDENTS OF SMP N 2 DEPOK THROUGH THE USE OF VIDEO CLIPS

Lokasi : KAB. SLEMAN

Waktu : 24 SEPTEMBER 2013 s/d 24 DESEMBER 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : adbang.jogjaprov.go.id dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di bubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 24 SEPTEMBER 2013

An. Sekretaris Daerah

Asisten Perekonomian dan Pengembangan
Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH.
NIP. 19580120 198503 2 003

Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 Bupati Sleman CQ Ka. Bappeda
- 3 Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- 4 DEKAN FAK BAHASA DAN SENI UNY
- 5 YANG BERSANGKUTAN



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA, DAN OLAAHRAHA
SMP NEGERI 2 DEPOK

Alamat : Jalan Dahlia Perumnas Condongcatur, Depok, Sleman 55283 ☎.(0274) 882171
Website : <http://www.smp2depok.sch.id> E-mail : info@smp2depok.sch.id



SURAT KETERANGAN PENELITIAN

Nomor : 423 / 159 / 2013

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Depok Sleman
menerangkan bahwa :

N a m a	: GILANG ALANFERDIKA
Nomor Induk Mahasiswa	: 06202244172
Program Studi	: S1
Instansi / Perguruan Tinggi	: Universitas Negeri Yogyakarta
Alamat Instansi	: Karangmalang, Yogyakarta
Alamat Rumah	: Cinyawang RT 4/9, Patimuan, Cilacap, Jawa Tengah
No. Telp / HP	: 085727245779

Telah melaksanakan penelitian dengan judul :

**IMPROVING THE SPEAKING SKILL OF GRADE VIII STUDENTS OF SMP N 2 DEPOK
THROUGH THE USE OF VIDEO CLIPS**

Yang dilaksanakan pada tanggal 24 September 2013 sampai dengan 24 Desember 2013.
Demikian surat keterangan ini kami buat agar dipergunakan sebagaimana mestinya.

Depok, 29 Oktober 2013

Kepala Sekolah



MURDIWIYONO, S.Pd.
NIP. 19610102 198412 1 001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRMFBS/33-01
10 Jan 2011

Nomor : 0876f/UN.34.12/DT/IX/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

23 September 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING THE SPEAKING SKILL OF GRADE VIII STUDENTS OF SMP N 2 DEPOK THROUGH THE USE OF VIDEO CLIPS

Mahasiswa dimaksud adalah :

Nama : GILANG ALANFERDIKA
NIM : 06202244172
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – November 2013
Lokasi Penelitian : SMP N 2 Depok

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

an Dekan
Kantor Lata Usaha FBS,

Fakultas Bahasa dan Seni
Universitas Negeri Yogyakarta

Dr. Yudi Sutarna, M.Pd.
NIP 19620610 198601 1 001

Tembusan:
1. Kepala SMP N 2 Depok



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimile (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 2998 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
Nomor : 070/Reg/V/7007/9/2013
Hal : Izin Penelitian
Tanggal : 24 September 2013

MENGIZINKAN :

Kepada :
Nama : GILANG ALANFERDIKA
No.Mhs/NIM/NIP/NIK : 06202244172
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Cinyawang RT 4/9, Patimuan, Cilacap, Jawa Tengah
No. Telp / HP : 085727245779
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
IMPROVING THE SPEAKING SKILL OF GRADE VIII STUDENTS OF SMP N 2 DEPOK THROUGH THE USE OF VIDEO CLIPS
Lokasi : SMP N 2 Depok
Waktu : Selama 3 bulan mulai tanggal: 24 September 2013 s/d 24 Desember 2013

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 25 September 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Depok
6. Kepala SMP N 2 Depok, Sleman
7. Dekan Fak. Bahasa & Seni - UNY
8. Yang Bersangkutan